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REPORT RESUMES

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HIGH SCHOOL GRAMMAR-COMPOSITION--DEMONSTRATING A CORRELATION OF THE TRADITIONAL AND THE STRUCTURAL METHODS OF LANGUAGE ANALYSIS.

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THIS PROJECT WAS DESIGNED TO DEMONSTRATE VARIOUS WAYS TO HELP STUDENTS UNDERSTAND MORE ABOUT THEIR LANGUAGE AND HOW TO APPLY THIS KNOWLEDGE TO MORE CORRECT AND FORCEFUL WRITING. TRADITIONAL AND MODERN METHODS OF GRAMMATICAL ANALYSIS WERE COMBINED IN ONE ECLECTIC SYSTEM WHICH RELATED FORM AND MEANING. THROUGH FIVE MAJOR PHASES, WHICH INCLUDED A YEAR OF FIELD STUDY, THE FOLLOWING PRODUCTS WERE PRODUCED--(1) A COMMON METHODOLOGY AND TERMINOLOGY RELATING SIGNIFICATIONS OF FORM TO DESIGNATIONS OF MEANING, (2) THE FACTS OF TRADITIONAL AND MODERN GRAMMAR MOST APPLICABLE TO TEACHING SPECIFIC SKILLS OF CORRECT AND FORCEFUL WRITING, (3) A TENTATIVE COURSE OF STUDY (GRADES 9-12) WHICH WAS TESTED AND EVALUATED, AND (4) A FINAL COURSE OF STUDY, WHICH INCLUDED A SYLLABUS FOR TEACHERS AND A SEQUENCE OF SAMPLE EXERCISES FOR STUDENTS. FURTHER FIELD STUDY WAS RECOMMENDED. (JC)

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HIGH SCHOOL GRAMMAR-COMPOSITION: DEMONSTRATING A CORRELATION OF THE TRADITIONAL AND THE STRUCTURAL METHODS OF LANGUAGE ANALYSIS

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Leonard P. Landry

Colorado State College
Greeley, Colorado

1965

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PREFACE

I. Problem

Parents, teachers, and administrators are becoming increasingly concerned about improving the teaching of grammar and composition. There are those who believe that teaching grammar and teaching composition have little or nothing to do with one another. There are others who believe that students will benefit by studying grammar if they are taught more than a superficial course in grammatical etiquette and are led to discover the basic concepts of how the mechanism of their language works. The latter are confronted by at least two schools of language analysis -- the old and the new. Grammarians of the old school base their analysis of language on criteria of meaning which traces back to the Latin parts of speech and Aristotelian concepts of substance, quantity, quality, and relation. Grammarians of the new school, with few exceptions, oppose any analysis of language relying upon subjective criteria of meaning. Instead, they describe language in terms of such objective criteria as phonemes, morphemes, form words, function words, word order, word groupings, and kernel sentences.

Much has been said for and against both schools. The new grammarians justly criticize the tranditionalists for using an arbitrary admixture of definitive criteria -- for defining language phenomena sometimes in terms of meaning and sometimes in terms of form. In turn, the traditionalists point out correctly that modern descriptive linguistics is not as pure a science as some would have it -- that whether in terms of form-function words and immediate constituents or in terms of kernel sentences and transforms, the new grammars are based at least tacitly on premises of meaning. The modern grammarians contend that the only meaning language can be said to have is the formal and positional interrelationship of its parts. They believe that for teaching or research the only sound methodology is to treat language concretely in terms of the form and position of its elements. Classroom teachers, usually traditionalists, will observe that the methodology most meaningful for students is to describe language in terms of meaning. Experienced teachers will often acknowledge that the difficulty is not with traditional grammar but with the traditional grammar book, which too often is not a book of grammar and language but a corrective handbook or drill book. They will argue that, when taught more comprehensively as a course in language phenomena, including matters of style as well as correction, the traditional approach is both simpler and more direct than any newer approach yet introduced in the schools. There is general agreement that language study can be improved. However, the new grammarians argue that traditional grammars, with their oversimplified Greek-Latin postulates of meaning, are too loosely defined to be useful; and the traditionalists argue that the new structural-tranformational grammars, with their complex notational descriptions of form, are too technical to be useful.

For too long teachers and scholars have discussed language study in either-or terms: either teach traditional grammar, or teach modern grammar; either describe language in terms of meaning, or in terms of form. Too often the teacher is unfamiliar with the new dimensions of modern linguistic study. More often, the linguistic scholar is unfamiliar with the elementary and secondary school classroom. The result is that, during this period of transition analagous to that of the transition from 'old' to 'new math,' some teachers and scholars have expected and some have promised too much too soon. The immediate problem for administrators and teachers is no longer what to do about 'new grammar,' but what to do about the several new grammars with their proliferation of terms and methodologies, some of which are applicable to the classroom and some of which are not. In addition there are increasing numbers of eclectic new-old grammars from which to choose. It is by no means apparent that everything old is bad and that everything new is good. Meanwhile, the social necessity for a more literate citizenry challenges the schools and particularly teachers of English -- only part of whose job it is to teach grammar and composition.

The particular purpose of this project is to demonstrate a way to help more students to understand more about how their language works, from the level of the word through the sentence, and how to apply this knowledge to more correct and forceful writing. To do this, both traditional and modern methods of grammatical analysis were combined in one eclectic system correlating form and meaning. 1) A common methodology and terminology relating significations of form to designations of meaning was systematized and explained in terms as literal as possible and as familiar as possible for those trained in traditional terminology. 2) The facts of traditional and modern grammar most applicable to teaching specific skills of correct and forceful writing were ascertained. 3) A tentative course of study, grades 9-12, was planned, tested, and evaluated. 4) A final course of study is submitted here: the white pages, a syllabus for the teacher; the blue pages, a sequence of units and inductive sample exercises for the student.

II. Hypotheses

1. That a knowledge of morphologic and syntactic facts chosen for their practical and direct correlation with composition will enable a student to express himself more correctly and forcefully -- that an analysis of the interrelationship of constituents on the affix, the cluster, and the kernel sentence levels of modification can be applied directly to matters of correct and forceful expression.

2. That the methods and findings of both the traditional and structural-transformational schools have much to offer the high school teacher and students -- that neither school of language analysis should be discounted.

3. That it is possible to correlate the analyses of the traditional and structural-transformational schools of grammar -- that it is possible to correlate significations of form with designations of meaning, in that order.

4. That a correlation of criteria of meaning with criteria of form will make both the traditional and the structural-transformational explanations of language more easily understood by teacher and student.

5. That for practical purposes the methodology and terminology of a new composite system must begin with and incorporate those pertinent facts about language which the teacher and student already know.

6. That any change and improvement in the teaching of grammar and composition will depend upon an approach which is transitional rather than radical.

7. That a correlation of traditional and structural-transformational explanations of language functions will prove to be a more direct way to teach the application of grammatical facts to correct and forceful expression.

III. Related Research

It is impossible to express adequately or accurately the indebtedness of this project to the authors of the major works and explications of traditional and modern grammar (Bernard Bloch, Leonard Bloomfield, Dona Worrall Brown, Wallace C. Brown, Dudley Bailey, Noam Chomsky, G.O. Curme, W. Nelson Francis, C.C. Fries, H.A. Gleason Jr., Z.S. Harris, Archibald A. Hill, Louis Hjelmslev, A.S. Hornby, Roman Jakobson, Otto Jespersen, E. Kruisinga, Robert B. Lees, Eugene A. Nida, Kenneth L. Pike, H. Poutsma, Paul Roberts, Ferdinand de Saussure, James Sledd, Henry Lee Smith Jr., E.A. Sonnenschein, Henry Sweet, Barbara M. H. Strang, G.L. Trager, Harold B. Whitehall, R.W. Zandvoort) and to the authors of such particular studies as the word and its meaning (Henning Spang-Hanssen, Gustaf Stern, Willard Van Orman Quine), word formation (Alice Morton Ball, Anna Granville Hatcher, Hans Marchand, Albert H. Marckwardt, Eric Partridge), parts of speech (Rudolf Magnusson, R.H. Robins, Holger Steen Sorensen, Rulon Wells), the verb (William E. Bull, Bretta Marian Charleston, Sumner Ives, Arthur G. Kennedy, Ralph B. Long, Kemp Malone, Yngve Olsson, W.F. Twadell), and sentence structure (Bengt Jacobsson, Daniel Muller, Manfred Sandman, Karl F. Sundén). The research of linguists dealing with machine translation (Yehoshua Bar-Hillel, Leon E. Dostert, Anthony G. Oettinger, C. Rabin, Erwin Reifler, Luitgard Wundheiler) proved valuable because of their pragmatic concern with form, meaning, and analysis at the syntactic level.

More particularly, Jespersen's principles of junction, rank, and nexus were utilized as middle ground for correlating the traditional concepts of meaning with the structural concepts of immediate constituents. In turn Jespersen's syntactic formulae, Curme's abridged clauses, and the kernel sentences of transformational grammar were correlated.

IV. Procedure

Phase 1.

The first step was to systematize a correlation of formal-structural significations with the meanings designated by them. The analysis correlates nine basic criteria of form and meaning. The criteria of form involve the four levels of form signification on which a given lexical unit may be modified: 1) the level of sound modification by pitch, pause, and stress, 2) the level of affix modification by adding prefix, infix, and suffix variation, 3) the level of attributive modification by juxtaposing headwords and their modifiers, 4) the level of sentence modification identifying subjects and objects by combining noun (noun clusters) and verb (verb clusters). The criteria of meaning are based on the premise that given a complex of phenomena, language translates the abstractions of the senses into five concepts of things (three concepts of the parts of meaning, and two concepts of their interrelationship): 1) a concept of independent things or persons -- names, or nouns, 2) a concept of dependent things -- modifiers, or adjectives and adverbs, 3) a concept of what things do -- acts, or verbs, 4) a concept of the junction or attributive relationship of things and their modifiers, acts and their modifiers, modifiers and their modifiers, 5) a concept of the nexus or predicative relationship of things and acts. In short, Jespersen's principles of junction, rank, and nexus, defined primarily in terms of meaning were correlated with structural concepts of modification and the transformational concepts of predication, defined primarily in terms of form.

Phase 2.

A methodology and terminology was developed for treating language on three levels: 1) affixation, 2) modification, and 3) predication. Next it was ascertained what grammatical facts would be most applicable to the high school student's problems of correct and forceful writing. A tentative progression of grammar and composition units for a course of study grades 9-12 was then planned. In these units, the breakdown of the materials was detailed enough that on a daily basis, theory could be related to practical matters of correctness, exactness, conciseness, and forcefulness.

Phase 3.

The next step was to conduct a workshop for the purpose of explaining the system and its unit breakdown to twenty interested and experienced teachers who would be willing to use the new approach in their own classes. These twenty teachers were selected on a stratified random basis from a total sample of approximately fifty interested teachers. Stratification was based on the type of school, such as rural, suburban, and urban. A summer workshop of eight weeks was conducted. Each day involved about one and one-half hours of class plus one and one-half hours of supervised study for the development of lesson plans and preparation of study guides by the project teachers. Units were adjusted for that type of curriculum which treats grammar-composition by itself for a nine or twelve week marking period, and for that curriculum which admixes reading, writing, speaking, and listening.

Phase 4.

A year of field study was conducted. Criteria of evaluation included such aspects as the simplicity of the terminology, the logical sequence of units, the ease of presentation, and the ease of comprehension. The application of the skills to matters of correctness and style was evaluated by measurement of gain on COOP and STEP tests given to control and project classes at the beginning and end of the year of field study.

Phase 5.

The final step was to conduct a follow-up summer seminar (three hours a day, for four weeks) of those teachers participating in the project. The teachers and the supervisor of the project evaluated together each teacher's conclusions about the clarity of terminology, the sequence of units, the ease of presentation, the students' receptiveness, and the applicability of the new approach to matters of correctness and style. On the basis of this evaluation the director revised the syllabus for the teachers and developed a complete sequence of inductive exercises (affixation through predication) for the students.

V. Results and Conclusions

The results and conclusions of this project make up the major part of the following report -- a high school course in grammar-composition as outlined in the revised syllabus for teachers, and as detailed in a sequence of inductive exercises for students.

The terminology, the method of analysis, and the sequence of the syllabus were revised very little. The literal terminology denoting 'add-to' for modifying expressions (adnouns, adverbs, and admodifiers), the numerical description of modification relationships (a $\overset{2}{\text{slightly}}$ $\overset{1}{\text{bored}}$, $\overset{1}{\text{casual}}$ $\overset{N}{\text{speaker}}$), and the visual designations of kernel predication types by arrows ($\underline{\circlearrowleft}$, $\longrightarrow$, $\overline{=}$, $\twoheadrightarrow$, $\rightarrow\!=$), were judged to be particularly effective with students in grades 9 and 10 and with slower students in grades 11 and 12. Emphasis on the equivalency of constructions, on elliptical expressions, on abridged or verbal clauses, on movable modifiers, and on sentence modifiers made it possible to treat correctness and style more reasonably and more constructively, with fewer exceptions and unexamined rules. The consensus of the participating teachers was that the three levels of the analysis as developed in the three major units of the syllabus -- 1) affixation and word structure 2) modification and cluster structure 3) predication and sentence structure -- should be taught in that order. Those teachers who had begun at the cluster or sentence level felt that the students were better able to deal with the more difficult aspects of the sentence or cluster when they returned to them after studying the previous level. While visiting classes the director heard language concepts being discovered and discussed with an enthusiasm usually shown only for literature, social studies, or science, but not for grammar and its applications to composition. The teachers confirmed that such discussions were the rule rather than the exception and that they had enjoyed this enthusiasm throughout the year. It was agreed that while the new approach had been demanding because of its newness and scope, its literalness and practicality had successfully countered the usual resistance to studying grammar and composition.

The major recommendation of the teachers and the most significant observation of the director during the year of field study was that because the rationale of this composite system of old and new grammars was basically inductive, its facts and concepts could best be taught inductively. For this purpose the director has correlated each principle of the teacher's syllabus with a complete sequence of sample inductive exercises. Because the capability of high school students varies so much in the area of grammar and composition, the sample exercises are not graded. No one basic concept is too difficult or too simple not to be treated during each year of high school. However, each concept has been developed in a unit to show as nearly as possible its complete range of form and function. Therefore, editing would not be a matter of omitting certain units, but a matter of limiting the number of variant forms, functions, and applications to be treated at a given level of achievement. The syllabus can be used for additional examples if it is felt necessary to supplement the sample exercises. In addition, because the director felt that the statistical survey of test scores did not show a significant gain in the specific areas tested and also because he felt the validity of the testing was considerably limited, he has added units on root words, capitalization, and the apostrophe, and has emphasized punctuation and the complex sentence.

Specific implications of the project are that it should be extended for at least another year of field study. The inductive exercises deriving from the first field study should be utilized for as standardized and controlled an approach as would be feasible, and a measuring instrument should be constructed in keeping with the scope of the course.

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INTRODUCTION

I. The word

Definition: A word is an utterance
which is inseparable in form
independent in meaning
and capable of individual usage.

A. Words constitute a second or verbal translation of the world of phenomena to which we are exposed and which is first perceptually translated by our senses.

1. Given a complex of 'things' man translates his perceptions into five concepts of phenomena:

   a. Three parts of meaning --

      1) A concept of independent things
         substantives (nouns and pronouns)

      2) A concept of dependent things
         modifiers (adjectives and adverbs)

      3) A concept of things in action
         acts (verbs and verbals)

   b. Two concepts of their relationships --

      1) A concept of modification
         substantives plus their modifiers
         acts plus their modifiers
         modifiers plus their modifiers

      2) A concept of predication
         substantives plus acts

2. Language, then, is made up of three 'parts of meaning' and two concepts of their relationships.

a. The three'parts of meaning' are consistent but a word as a 'part of speech' is variable; that is, a word is a particular 'part of speech' according to its use as a 'part of meaning.'

buy a house / a house boat / house the refugees
a black eye / she prefers black / black his eye
copy the report / he is a copyboy / here is a copy

b. The two concepts of relationship are all inclusive and the concept 'is' merely reiterates them while only appearing to add a third relationship.

1) An implicit is is the premise of all lexical reference to substantives, modifications, and acts.

2) An explicit is reiterates the existence of a substantive or a modification:
this color is yellow / buttercups are flowers (yellow)

B. The only meaning that language can be said to have is the functional or structural interrelationship of its parts.

1. The perceptual relating or structuring of the self and phenomena.

2. The lexical relating or structuring of phenomena and the parts of meaning.

3. The grammatical relating or structuring of the parts of meaning and modification or predication.

II. Levels of modification

A. A simple, base word can be modified that is, its meaning can be qualified, on three levels of form signification.

1. On the level of affix modification by adding prefix, infix, and suffix variations:

com/press, de/press, ex/press, im/press, op/press
real/ist, real/ize, real/ism, real/ity, real/istic
ask, ask/ed, ask/ing   sing, sang, sung, sing/ing
boy, boy/s   man, men   ask/s, sing/s
act/or, act/ress   boy/'s, men/'s
black, black/er, black/est   sad, sad/ly

2. On the level of cluster modification
   by adding modifiers to headwords --

   a. Noun cluster (noun head plus ad-noun):

      $\overset{1}{\text{pretty,}}$ $\overset{1}{\text{young}}$ $\overset{H}{\text{woman}}$ (pretty and young)

   b. Verb cluster (verb head plus ad-verb):

      $\overset{H}{\text{sings}}$ $\overset{1}{\text{well}}$

   c. Modifier cluster (modifier head plus ad-modifier):

      $\overset{2}{\text{pretty}}$ $\overset{1}{\text{young}}$ $\overset{H}{\text{woman}}$ (youngish)

      $\overset{H}{\text{sings}}$ $\overset{2}{\text{very}}$ $\overset{1}{\text{well}}$

3. On the level of sentence-clause-verbal predication
   by combining nouns or modifiers with verbs in such ways
   a word (word group) is qualified as subject, object or predicator:

The $\overset{\circlearrowleft}{\overline{\text{horse jumped}}}$. (SV)

The $\overrightarrow{\text{horse jumped the fence}}$. (SVO)

The $\overline{\text{horse } \overset{=}{\text{is}} \text{ skittish}}$. (SVP)

The $\overline{\text{horse } \overset{=}{\text{is}} \text{ a jumper}}$. (SVP)

The $\overrightarrow{\text{boy gave the horse an apple}}$. (SVOO)

The $\overrightarrow{\text{noise made the horse}}\,\overline{(\overset{=}{\text{to}} \text{ be) skittish}}$. (SVOP)

The $\overrightarrow{\text{trainer considered the horse}}\,\overline{(\overset{=}{\text{to}} \text{ be) a jumper}}$. (SVOP)

The $\overleftarrow{\text{fence was jumped}}$. (SV)

The $\overleftarrow{\text{horse was given an apple}}$. (SVO)

The $\overleftarrow{\text{horse was made}}\,\overline{(\overset{=}{\text{to}} \text{ be) skittish}}$. (SVP)

The $\overleftarrow{\text{horse was considered}}\,\overline{(\overset{=}{\text{to}} \text{ be) a jumper}}$. (SVP)

what(ever) happens	for it to happen	(SV)
who(ever) did that	for him to do that	(SVO)
if everything is equal	everything being equal	(SVP)
because nobody was an expert	nobody being an expert	(SVP)
after we did them a favor	after our doing them a favor	(SVOO)
that we elected him mayor	by our electing him mayor	(SVOP)
why we believed him a genius	for our believing him a genius	(SVOP)

III. The final meaning of a base word

is an accumulation of its qualifications
on the levels of affixation, modification, and predication.

buy: He buys antiques.
Those are good buys.
The buyer phoned me.
I phoned the buyer.
He is buying antiques.
He is in a buying mood.
He enjoys buying antiques.

Chapter I. Affixes

I. Prefixes

Definition: A prefix is a dependent, modifying word component attached to the beginning of a full word, capable of changing the meaning of the word but incapable itself of functioning as a full word.

Prospectus:

(A)	Above, Over > More, Plus hyper- super- (sur-) supra-	Below, Under > Less, Minus hypo- (hyp-, hyph-) sub- (suc-, suf-, sug-, sum-, sup-, sur-) subter- infra- cata-
(B)	With-in, Together With > Gain, Plus com- (co-, col-, con-, cor-) syn- (sy-, syl-, sym-) inter- (intel-, entre-, enter-)	With-out, Separate from > Loss, Minus se- (sed-) dia- (di-) dis- (di-, dif-, s-, des-)
(C)	To, Toward, In, Into > More, Plus ad-, (a-, ab-, ac-, af-, ag-, al-, an-, ap-, ar-, as-, at-) in- (il-, im-, ir-) intra- intro- endo- indi- (ind-)	From, Away, Out, Out of > Less, Minus ab- (a-) apo- be- de- ex- (e-, ec-, ef-, af-, es-, as-) extra- (extro-) ecto- exo-
(D)	Before, Beside, Substitute for, Forward > Be for, Protagonist, Plus pro- (pur-) para-	Against, Aside, Opposite of, Reverse> Be against, Antagonist, Minus anti- (ant-) contra- (contro-, counter-) ob-, (o-, oc-, of-, op-)
(E)	Before, Prior to > First ante- pre- (prae-, preter-, pri-) fore-	Behind, After > Again post- re- (red-) retro-
(F)	Good eu-	Bad dys- mal(e)- mis-

(G)

On the Near Side of	Around, At	On the Far Side of
Beside, Through	Round about	Outside, Above
Close to	On Both - All Sides	Further than
a-	amb(i)-	epi-
per-	amph(i)-	trans- (tra-)
	circum-	ultra-
	peri-	

(H) Negation
a- (an-, am-)
in- (i-, il-, im-, ir-)
n- (neg-)
non-
un-
for-

(I) Number and Division
bi- (bis-, bin-)
di-
demi-
hemi-
semi-
twi-
tri-

(J) Intensifiers, Causatives
be-
en- (em-)

(K) Miscellaneous
arch- (arche-, archi-)
meta- (met-, meth-)
pene- (pen-)

(L) Echoic, Onomatopoeic
ke(r)-
rip-

Literal Position (in Space, Time) >
Figurative Attitude (in Degree, Disposition)

A. Above, Over > More, Plus
(hyper-, super-, supra-)

1. hyper-
Meaning: above, over, beyond, overmuch, beyond the ordinary, beyond measure, excessively, transcending.
    hyperacidity
    hyperactive
    hyperbole
    hypercritical
    hyperdelicate
    hyperhypocrisy
    hyperneurotic
    hypersensitive
    hypertoxic
    hyper-Calvanism

2. super- (sur-)
Meaning: on, above, over, beyond, more than.
    superabundant
    superb
    superbomb
    supercargo
    supercharge
    supercilious
    superego
    supererogate
    superficial
    superfluous
    superglacial
    superheat
    superhighway
    superimpose
    superintend
    superman
    supermarket
    supernatural
    supernumary
    superorbital
    superpose
    superpower
    supersaturate
    supersede
    supersensory
    supersoil

A. Below, Under > Less, Minus
(hypo-, sub-, subter-, infra-, cata-)

1. hypo- (hyp-, hyph-)
Meaning: below, beneath, under, less than the ordinary.
    hypoacidity
    hypoactive
    hypochondria
    hypocrite
    hypodermic
    hypothesis (etical)
    hypotoxic
    hypo-ellipsoid
Also hyp- before unaspirated vowel
    hypesthesia
Also hyph- before aspirated vowel
    hyphen

2. sub- (suc-, suf-, sug-, sum-, sup-, sur-)
Meaning: under, lower than, repetition, immediately after, somewhat, almost, subordinate, subnormal, inferior.
    subarctic
    subbasement
    subconscious
    subcontract
    subdeb
    subhead
    sublet
    sublieutenant
    subliminal
    submarine
    submerge
    submit
    subnormal
    subscribe
    subsoil
    subterranean
    subtract
    subway
Also, by assimilation, suc-, suf-, sug-, sum-, sup-, sur- before c, f, g, m, p, r,/and occ sus- before c, p, t.
    succeed
    suffer
    suggest

Literal Position (in Space, Time) >
Figurative Attitude (in Degree, Disposition)

- superstition
- superstructure
- supervise
- super-duper

Also sur- in some words via F.

- surcharge
- surface
- surfeit
- surname
- surplus
- surround
- surtax
- survive

3. supra-

Meaning: above, higher than.

- supraenal
- suprailiac
- supraliminal
- supramolecular
- supramundane
- supranansal
- supranormal
- supraorbital
- suprarational
- suprasensible
- supraterrestrial
- supra-auditory

- summon
- supply
- surreptitious
- susceptible
- suspire
- sustain

3. subter-

Meaning: below, beneath, less than normal.

- subterfuge
- subterconscious
- subternatural

4. infra-

Meaning: below, beneath, lower, inferior.

- infraorbital
- inframundane
- infranatural
- infrared

5. cata-

Meaning: down, downwards, back, back again, against.

- cataclysm
- catacomb
- catalogue
- catastrophe

B. With-in, Together with > Gain, Plus (com-, syn-, inter-)

1. com- (co-, col-, con-, cor-)

Meaning: with, along with, together, together with, in combination, in conjunction, very.

- commingle
- commiserate
- commit
- compact
- compare

Also co- before a vowel, h or w.

- coeducational
- coefficient

B. With-out, Separate from > Loss, Minus (se-, dia-, dis-)

1. se- (sed-)

Meaning: separation, parting, withdrawal, privation.

- secede
- seclude
- secret
- secrete
- secure
- separate

Also sed- before vowel.

- sedition
- seduce

Literal Position (in Space, Time)>
Figurative Attitude (in Degree, Disposition)

coequal
coexist
cognate
cooperate
coordinate
cosine
co-chairman
co-prosperity

Also col-, assimilated before l.

collateral
colleague
collect

Also con-, before any consonant except b, k, l, m, p, r, w and often n.

condone
confederation
confess
confide
conglomerate
congress
conjunction
connect
conscience
consent
conspire
constitute
contemporary
context
convene
converse

Also cor- assimilated before r.

correct
correlate

2. syn- (sy-, syl-, sym-)
Meaning: together, together with, along with, concurrence, simultaneously.

synonym
synthesis

Also sy- before s followed by a consonant, and z.

system
systole

Also syl- assimilated before l.

syllogism
syllable

2. dia- (di-)
Meaning: through, cutting through, sunder, apart, opposed.

diagnosis
diagonal
dialogue
diameter

Also di- before vowels.

diocese
diorama
dioxide

3. dis- (di-, dif-, s-, des-)
Meaning: apart, away, asunder, in two, separation, deprivation, negation.

disability
disaffirm
disagree
disappear
disassociate
disbar
disbelief
discharge
discontent
disentangle
disembark
dishearten
dishonor
disinfect
disjoin
dislike
dislocate
dismiss
disorder
disown
disqualify
disunion

Also di- before b, d, g, h, m, n, r, v, and occasionally j.

digress
dilate
dilemma
dilute
diminish
direct
diverge

Also sym- assimilated before b, m, p.
- symbiosis
- symmetry
- sympathy
- symphony

3. inter- (intel-, entre-, enter-)
Meaning: between, among, together mutual, reciprocal, at intervals
- interact
- intercollegiate
- interlace
- intermittent
- interrelated

Also intel- assimilated before l.
- intellect
- intelligent

Also entr- F from L.
- entrepreneur

Also enter- E from F entre.
- enterprise
- entertain
- divert
- divide
- divulge

Also di- before f
- differ
- difficulty
- diffident
- diffuse

Also s- in lopped form of L dis- occurring mostly in words from or through F.
- spend
- spite
- splay
- sport

Also des-, Romance, usually F, occ Sp, shape of L dis / chemistry uses it for de 'free from, deprive of' before vowels.
- descant
- desecrate
- despatch
- dessert

C. To, Toward, In, Into > More, Plus (ad-, in-, intra-, intro-, endo-, indi-)

1. ad- (a-, ab-, ac-, af-, ag-, al-, an-, ap-, ar-, as-, at-)
Meaning: to, towards, direction towards, tendency towards, addition, increase.
- adapt
- adduce
- adhere
- adjacent
- adjective
- adjoin
- adjourn
- adjudge
- administer
- admire
- admit
- admixture
- admonish
- adopt

C. From, Away, Out, Out of > Less, Minus (ab-, axo-, be-, de-, ex-, extra-, ecto-, exo-)

1. ab- (a-)
Meaning: from, away, away from, off, separated from, departed from.
- abdicate
- aberrant
- abhor
- abject
- abjure
- ablution
- abnormal
- abolish
- aborigine
- abort
- abound
- abrade
- abrogate
- abrupt
- absent
- absolve

Literal Position (in Space, Time)>
Figurative Attitude (in Degree, Disposition)

adorn
adsorb
adult
adulterate
adumbrate
advent
advert(ise)
advice
advise
advocate

Also a- reduced ad
adroit
amass
ascent
aspect
avenue

Also, by assimilation, ab- before b, ac- before c and q, af-, ag-, al-, an-, ap-, ar-, as-, at-, before f, g, l, n, p, r, s, t.
abbreviate
accede
accident
acquire
affect
affinity
affirm
affix
agglutinate
aggrandize
aggregate
aggress
allegation
allure
ally
annex
annihilate
annotate
announce
apparatus
appear
append
appetite
apply
apprehend
arrest
arrive
assail

absorb
abstain
abstract
abstruse
abuse

Also a-, variation of L ab- before m, p, v.
amove
a priori
avert

Also a-, reduced form of OE of, 'off'
adown
afresh
akin
anew

2. apo-
Meaning: from, away, away from, off, off from, asunder.
apogee
apostasy
apostle
apostrophe
apothecary

3. be-
Meaning: privation connoting removal or departure
behead
bereave

4. de-
Meaning: from, down from, away from, coming from, originating in, as a result of
debase
decapitate
decay
decease
decipher
declassify
decode
decrease
deduce
deflect
defrost
degrade
dehorn

Literal Position (in Space, Time)>
Figurative Attitude (in Degree, Disposition)

assault
assemble
assign
assume
attempt
attend
attest
attract

2. in- (il-, im-, ir-)
Meaning: in, into, towards, within.

inaugurate
incarnate
incense
incise
incline
include
incorporate
increase
incubate
inculcate
indicate
induct
inebriate
infatuate
infiltrate
inflict
inform
infuriate
infuse
ingest
inhabit
inhale
inherit
inject
injure
inoculate
inquire
inscribe
insinuate
inspect
inspire
integrate
intimidate
intoxicate
introduce
introvert
intuition

delegate
demerit
depend
derange
derelict
descend
dethrone
detract

5. ex- (e-, ec-, ef-, af-, es-, as-)
Meaning: out, out of, out-of-office, from, out from, off, off from, coming out of, away, away from, separate from, beyond, ascending, change of state, completion, thoroughly, utterly, lacking, without.

exaggerate
examine
excavate
exceed
excel
except
exclude
excommunicate
excuse
exercise
exhale
exhaust
exodus
expatriate
expire
explain
explore
export
expose
exquisite
extend
extort
exult
ex-president

Also e- before b, d, g, l, m, n, r, v.

educe
elapse
emerge
emit
erase
erupt

invade
invert
invigorate
involve

Also, by assimilation, il- before l; im- before b, m, p; and ir- before r.

illuminate
illustrate
illustrious
immerge
imminent
impart
impend
impetus
implore
import
irrigate
irruption

3. intra-
Meaning: within, into, on the inside of, within the limits of
intramural
intravenous

4. intro-
Meaning: within, inwardly, to or towards a place within, inwards
introduce
introspection
introvert

5. endo-
Meaning: on the inside, internal.
endocrine
endogenous
endoplasm

6. indi- (ind-)
Meaning: within, PL cognate with Gk endo-
indigenous
Also ind- before a vowel
indigent

Also ec- variation before consonants
eccentric
ecstasy

Also ef- assimilated before f
efface
effect
effeminate
effervesce
effigy
effort

Also af- OF ef- from L ex-
affray

Also es- form of L ex- in few English words of Romance origin
escape
escort

Also as- from ME as-, from OE es-, from L ex-
astonish
astound

6. extra- (extro-)
Meaning: outside, outside of, on the outside, beyond, besides, without, except, except for
extracurricular
extralegal
extramarital
extramundane
extraordinary
Also extro- from extra as analogy and as opposite of intro-
extrovert

7. ecto-
Meaning: outside, outer, external, lying upon, without.
ectoderm
ectoplasm

8. exo-
Meaning: out of, outside, outer layer, external
exodentia
exogenous
exoteric
exotic

Literal Position (in Space, Time)>
Figurative Attitude (in Degree, Disposition)

D. Before, Beside, Substitute for, Forward > Be for, Protagonist, Plus (pro-, para-)

1a. pro-
Meaning: (Gk pro) before, to the fore or front, for, in favor of.

- proboscis
- prologue
- Prometheus
- prophet
- proscenium
- protagonist

1b. pro- (pur-)
Meaning: (L pro) before, in front of, forward, forth, in defense of, for the sake of, in behalf of, in favor of, in place of, instead of, substituted for.

- proceed
- proclaim
- proconsul
- procrastinate
- procreate
- procure
- produce
- profane
- profess
- profile
- progenitor
- program
- progress
- project
- prolong
- promiscuous
- promise
- promote
- pronoun
- pronounce
- propensity
- proportion
- propose
- proslavery
- prospectus
- protect
- protest
- pro-British

D. Against, Aside, Opposite of, Reverse > Be against, Antagonist, Minus (anti-, contra-, ob-)

1. anti- (ant-)
Meaning: before, against something (literally or figuratively), opposed to, opposite, reverse, not.

- antiaircraft
- antibiotic
- antichrist
- anticipate
- anticlimax
- anticline
- antidote
- antifreeze
- antiknock
- antipathy
- antiseptic
- antislavery
- antisocial
- antitank
- antithesis
- antitoxic
- antitrust

Also ant- before vowels

- antacid
- antagonist

2. contra (contro-, counter-)
Meaning: against, over against, facing, opposite, opposing.

- contraband
- contraception
- contradict
- contralto
- contravene

Also contro-, doublet of contra

- contraversy

Also counter-

- counteract
- counterattack
- counterbalance
- countercharge
- counterclockwise
- counterespionage
- counterfeit
- counterirritant
- countermand

Also pur-
- purchase
- purloin
- purpose
- pursue
- purvey

2. para-
Meaning: near, beside, alongside alteration, modification, resembling, aside, beyond, amiss, abnormal.
- parable
- parabola
- paradigm
- paradox
- paraffin
- paragenesis
- paragon
- paragraph
- parallel
- paralysis
- paranoia
- paraphernalia
- paraphrase
- paraplegia

- counterpart
- countersign
- countersink
- counterweight

3. ob- (o-, oc-, of-, op-)
Meaning: to, towards, facing, against, on, upon, over, down, reversely, inversely.
- object
- oblique
- obnoxious
- obstacle
- obstruct

Also, by assimilation, o-, oc-, of-, op- before m, c, f, p.
- obliterate
- occident
- occur
- offend
- offer
- omit
- omission
- opponent
- oppose

E. Before, Prior to > First
(ante-, pre-, fore-)

1. ante-
Meaning: before, preceding, in front of, prior to.
- antedate
- ante bellum
- antecedent
- antechamber
- antediluvian
- ante meridiem
- anteroom
- ante-Christian

2. pre- (prae-, preter-, pri-)
Meaning: before in time or space, previous, in front, prior to, ahead of, surpassing.
- preamble
- precaution

E. Behind, After > Again
(post-, re-, retro-)

1. post-
Meaning: after, behind, occuring as a result of.
- postdate
- postglacial
- postgraduate
- posthumous
- postpone
- post meridiem
- postscript
- post-mortem

2. re- (red-)
Meaning: back, backwards, contrary movement, again, repetitious.
- reabsorb
- readjustment
- readmission

Literal Position (in Space, Time)>
Figurative Attitude (in Degree, Disposition)

precede
preclude
precocious
preconceive
predecessor
predesignate
predistine
predetermine
predict
predigest
predilection
predispose
predominate
pre-existence
preface
prefer
prehistoric
prejudge
prejudice
preliminary
prelude
premature
premeditate
premise
premium
premonition
prenatal
preoccupied
prepare
prerequisite
prerogative
prescience
prescribe
present
presentiment
preside
presidency
Also prae-, original L form
praefect (prefect)
praetor(ian)
Also preter-
preternatural
preterit(e)
Also pri-
prime
prior
private

reaffirm
rearrange
reassure
rebirth
rebound
rebuttal
recede
receive
recollect
reconcile
reconnaissance
reconstruct
record
recoup
recreation
recruit
recur
reduce
re-enlist
refer
reflect
reform
refract
regard
regurgitate
rehash
reinforce
reject
relapse
relax
relinquish
relive
remain
remember
remorse
renaissance
reopen
repair
repeat
reply
report
represent
rerun
resemble
reserve
resign
resist
respire

Literal Position (in Space, Time)>
Figurative Attitude (in Degree, Disposition)

3. fore-
Meaning: (AS) before, in front, preceding in time and space.
    - fore and aft
    - forearm (noun)
    - forearm (verb)
    - forebear
    - foreboding
    - forecast
    - forecastle
    - forefather
    - forefinger
    - forego
    - foreground
    - forehand
    - foreknowledge
    - foremast
    - forenoon
    - foreordain
    - forerunner
    - foresee
    - foresight
    - foretell
    - forethought

- rest
- restore
- resurrection
- retard
- retort
- retreat
- return
- revenue
- revere
- revolve

Also red- in L before a vowel
- redaction
- redeem

3. retro-
Meaning: back, backwards, situated behind.
    - retroactive
    - retrocede
    - retroflex
    - retrograde
    - retrogression
    - retro-rockets
    - retrospect

F. Good (eu-)

1. eu-
Meaning: well, good.
    - eugenic
    - eulogy(gistic)
    - euphemism
    - eupony(nious)
    - euphoria
    - euthenasia

F. Bad (mal-, mis-)

1. dys-
Meaning: ill, bad.
    - dysentery
    - dysgenic
    - dyslogistic
    - dyspepsia
    - dysphoria
    - dysphasia

2. mal(e)-
Meaning: bad, ill, wrongful, evil.
    - maladjusted
    - malaria
    - malcontent
    - malediction
    - malefactor
    - malevolent
    - malicious
    - malign(ant)
    - malnutrition
    - malpractice

'bad' cont'd.

3. mis-

Meaning: both AS and L / amiss, wrong, ill, bad.

misanthropic
misbehave
mischeif
misconstrue
misfire
misfit
misfortune
mishap
mislead
misnomer
misprint
misspell
mistake
mistrial
misuse

G. On the Near Side of
Beside, Through
Close to
Around, At
Round About
On Both - All Sides
On the Far Side of
Beyond, above
Further than
(a-, amb(i)-, amph(i)-, circum-, epi-, per-, peri-, trans-, ultra-)

1. a-

Meaning: (OE) on, in, into, at, to, towards.

aback
aboard
afoot
afire
aloud
apart
aringing
ashore
aside
nowadays
a-begging
a-laughing

2. amb(i)-

Meaning: around, about, on both sides, both.

ambassador
ambidextrous
ambient
ambiguous
ambition
ambivalence

3. amph(i)-

Meaning: around, on all sides, on both sides.

amphibious
amphibrach
amphipod
amphitheater
amphora

4. circum-

Meaning: round, around, round about, motion on all sides.

circumference
circumflex
circumlocution
circumnavigate
circumscribe
circumspect
circumstance
circumvent

5. epi-

Meaning: upon, beside, among, on the outside of, above, over.

epicenter
epidemic
epidermis
epiglottis
epigram
epilogue
episcopacy(al)
episode
epistemology
epistle
epitaph
epitome

6. per-

Meaning: through, throughout, thoroughly.

perambulate
perceive
percolate
percussion
perdition
perennial
perfect
perfidy
perforate
perjure
permanent
permeate
permit
permutation
pernicious
peroration
perpendicular
perpetrate
perplex
persecute
persevere
persiflage
persist
perspicacious
perspire
persuade
pertain
pertinacious
pervade
perverse

7. peri-

Meaning: round, round about, all around, surrounding, enclosing.

pericellular
perigee
perimeter
period(ic)
peripatetic
periphery
periscope
peristaltic
peristyle

8. trans- (tra-)

Meaning: over, across, beyond, on the other side of.

transact
transalpine
transatlantic
transcend(dental)
transcribe
transept
transfer
transfix
transform
transfuse
transgress
transient
transitive
translate
translucent
transmigration
transmit(mission)
transmute
transparent
transpire
transplant
transport
transpose
transverse

Also tra- softened form of trans-

tradition
trajectory
traverse

9. ultra-

Meaning: beyond, on the other side of, beyond the ordinary, exceedingly.

ultraconservative
ultracritical
ultramodern
ultranationalism
ultrared
ultraviolet

H. Negation (a-, an-, am-; i-, il-, im-, ir-; n-, neg-; non-; un-; for-)

1. a- (an-, am-)

Meaning: without, privation (Skt an, a, Gk an, L in, E un...'not').

achromatic
agnostic
ambrosia
amoral
analgesia
anarchy

2. in- (i- before gn; il- before l; im- before m, p, b; ir- before r)

Meaning: not, negation, privation.

ignoble
ignore
illegal
illiterate
imbue
immoral
improper
inability
indecent
informal
inhibit
inimitable
innocent
insignificant
intolerable
invalid
irrational
irregular

3. *n-* (*neg-* stronger L *ne* before o and l)
Meaning: not
nefarious
negation
neglect
negotiate
neither
never
neuter
nill
null

4. *non-*
Meaning: not ('less emphatic than *in-* or *un-* ... usually so far from denoting an opposite, it merely connotes a negation' Partridge)
nonchalant
nonconformist
nondescript
nonentity
nonpartisan
nonplus
nonprofessional
nonsense
nonstop

5. *un-*
Meaning: not (AS and combines more often with Gmc stems than Gk or L)
unable
unaccustomed
unbutton
uncertain
uncomfortable
unearth
unfair
unfasten
unloose
unrest
unveiled
un-American

6. *for-*
Meaning: with negative or privative force ('although no longer used to form words, it survives in a few words with connotation prohibition, destruction, failure, omission...' Partridge)
forbear
forbid
fordo
forget
forgo
forlorn

I. Number and division (*bi-*, *bis-*, *bin-*; *di-*, *demi-*; *hemi-*; *semi-*; *twi-*; *tri-*)

1. *bi-* (*bis-*, *bin-*)
Meaning: (L) two, twice, double.
biaxial
bicarbonate
bicycle
biennial
bilateral
bilingual
binary
binocular
biplane
biracial
biscuit
bisect

2. *di-*
Meaning: (Gk) two, twice, double.
digress
dihedral
dilate
dilemma
diploma
divide

3. *demi-*
Meaning: half (F combination of L *dimidius* = *di* plus *medius*. 'half').
demigod
demimonde
demitasse

4. *hemi-*
Meaning: (Gk) half.
hemicycle
hemisphere
hemitrope

5. semi-

Meaning: half (L, akin to Gk hemi).

semiannual
semicircle
semifinal
semiformal
semiprecious
semiskilled

6. twi-

Meaning: (OE) two, twice, double -- note limited use of one AS numerical prefix compared with Gk and L combinations.

twibil
twi-colored
twilight

7. tri-

Meaning: (Gk) having or divided into 3 parts, thrice.

triangle
triceps
trichloride
tricolor
tricuspid
tricycle
trident
triennial
trifoliate
triform
trigonometry
trilingual
tripartite
triple
tripod
trireme
trisect
triumvirate

J. 'Intensifiers,' 'causativizers' and 'transitivizers' (be-, en-, em-)

1. be-

Meaning: intensive connoting about, around, over, all over, thoroughly, repeatedly, excessively; often with derogatory force; often forming transitive verbs from intransitive verbs or from nouns and modifiers.

becalm
becloud
bedeck
befall
befit
befriend
beget
begrudge
behold
belabor
belay
belie
belittle
beplume
beset
besiege
bespeak
besuch
besum
bethink
betide

2. en- (em-)

Meaning: putting into or on something; bringing something into a specified condition; often forming transitive verbs from intransitive verbs and from nouns and modifiers, or of intensifying the transitivity of transitive verbs.

enable
enact
enamor
encage
encamp
enchain
enchant
encircle
enclose
encompass
encourage
endanger
endear
enforce
engild
engird
engrave
engulf
enjoy
enkindle
enlighten
enrage
enrapture
enrich
enshrine
enslave
enthrone
entomb
entrain
entrance
entrust
entwine
envisage
embalm
embark
empower

K. Miscellaneous (arch-, meta-, pene-)

1. arch- (arche-, archi-)
Meaning: first, original, primitive, ancestral, principal, great.
archaeology
archangel
archbishop
archdeacon
archduke
archenemy
Archeozoic
archetype
archipelago
architect
archpriest
archvillain

2. meta- (met-, meth-)
Meaning: along with, after, in succession to, change, transfer, beyond, higher.
metabolism
metamorphosis
metaphor
metaphysics
metatarsal
Metazoa
metempsychosis
meteor
method

3. pene- (pen-)
Meaning: almost.
peneplain
peninsula
penumbra

L. Echoic (ke(r)-, rip-)

1. ke(r)-
Meaning: connoting impact, heavy blow, fall, collision.
kerplop
kerplunk
kewallop

2. rip-
Meaning: humorous, usually slang intensive.
rip-roaring
rip-snorting

Sample Exercises: Prefixes

Prefixes -- Part One: Introduction

1. What is similar about the following words?

superstructure
subsoil
conjunction
disfavor
intercollegiate
abnormal
depart
inlay
excommunication

proclaim
antifreeze
counterattack
antedate
postgraduate
predetermine
rearrange
forefather
retro-rockets

ashore
epicenter
ambidextrous
periscope
circumnavigate
transatlantic
malformed
misbehave
inability

never
nonsense
uncomfortable
bicycle
semifinal
triangle
befriend
endanger
archenemy

Answer: Each word is made up of a base word preceded by a______________.

a. Referring to the sample list of words above, can you divide the first twelve words as follows...

super/structure
sub/soil
con/junction

dis/favor
intercollegiate
abnormal

depart
inlay
excommunication

proclaim
antifreeze
counterattack

b. Referring to the next twelve words of the sample list, can you write just the prefix of each word as follows...

ante-
post-
pre-

re-
____
____

____
____
____

____
____
____

c. Referring to the remaining twelve words of the sample list, can you write just the base word as follows...

formed
behave
ability

ever
____
____

____
____
____

____
____
____

Prefixes

2. Can you complete the column on the right as follows...

If...	means literally...	then the...	must mean...
superstructure	the structure above,	prefix super-	above
supervise	to oversee,	base vis	to see
subsoil	the soil below,	prefix sub-	below
subject	to throw under,	base ject	to throw
conjunction	a junction with,	prefix con-	
confide	to trust with	base fide	
disfavor	away from favor,	prefix dis-	
dismiss	to send away	base miss	
intercollegiate	between colleges,	prefix inter-	
interrupt	to break between,	base rupt	
abnotmal	away from normal,	prefix ab-	
abduct	to lead away,	base duct	
depart	to part from,	prefix de-	
detract	to draw from,	base tract	
inlay	to set into	prefix in-	
inspire	to breathe into,	base spire	
excommunication	out of communication,	prefix ex-	
export	to carry out of,	base port	
proclaim	to claim in front of,	prefix pro-	
propose	to place in front of,	base pose	
antifreeze	against freezing	prefix anti-	
anticline	a leaning against	base cline	
counterattack	to attack against	prefix counter-	
countermand	to order against	base mand	
antedate	to date before	prefix ante-	
antecede	to go before	base cede	
postgraduate	after graduation	prefix post-	
postmortem	after death	base mort	
predetermine	to determine before	prefix pre-	
predict	to say before	base dict	
rearrange	to arrange before	prefix re-	
refract	to break up	base fract	
retro-rockets	rockets thrusting backwards	prefix retro-	
retrospect	to look backwards	base spect	
epicenter	above the center	prefix epi-	
epigraph	a writing above	base graph	
ambidextrous	both right hands	prefix ambi-	
ambivert	one turning both in and out	base vert	
periscrope	a scope for all sides	prefix peri-	
perimeter	the measure on all sides	base meter	
circumnavigate	to navigate round	prefix circum-	
circumscribe	to write all around	base scribe	
transatlantic	across the Atlantic	prefix trans-	
transmit	to send across	base mit	

Prefixes

3. Underline all the meanings which are appropriate...

For super-	(as in superstructure, supervise, superman, supernatural, etc.) above, over, below, under, less than, more than
For sub-	(as in subsoil, subject, subnormal, subconscious, etc.) below, above, over, more, less, plus, under
For con-	(as in conjunction, confide, conform, context, etc.) within, together, separate from, without, in combination
For dis-	(as in disfavor, dismiss, disagree, dislike, etc.) with in combination, apart, separation from, not
For inter-	(as in intercollegiate, interrupt, interact, international, etc.) between, apart, together, mutual, separate from
For ab-	(as in abnormal, abduct, absent, abdicate, etc.) from, away, separate from, toward, in addition to
For de-	(as in depart, detract, decode, descend, etc.) from, towards, in, coming from, away from
For in-	(as in inlay, inspire, induct, inscribe, etc.) out, off, away, into, separate from, outside of
For ex-	(as in excommunication, export, extend, exhale, etc.) towards, in, out, from, beyond, separate from
For pro-	(as in proclaim, propose, project, proceed, etc.) opposed to, before, in behalf of, in front of, against
For anti-	(as in antifreeze, anticlive, antiseptic, antitank, etc.) before, in favor of, in front of, against, opposed to
For counter-	(as in counterattack, countermand, counterpart, etc.) against, in behalf of, in place of, opposing, for
For ante-	(as in antedate, antecede, anteroom, ante meridiem, etc.) before, preceding, in front of, prior to, against
For post-	(as in postgraduate, postmortem, post meridiem, postpone, etc.) after, before, prior to, following, behind, preceding
For pre-	(as in predetermine, predict, prejudge, prejudice, etc.) before, prior to, ahead of, previous to, preceding
For re-	(as in rearrange, refract, rebound, return, etc.) back, repetitious, again, contrary movement
For retro-	(as in retro-rockets, retrospect, retroaction, retrograde, etc.) before, in front of, preceding, prior to, surpassing
For epi-	(as in epicenter, epigraph, epidermis, epiglottis, etc.) above, upon, over, through, against, below
For ambi-	(as in ambidextrous, ambivert, ambiguous, ambivalent, etc.) around, on both sides, both, one, against
For peri-	(as in periscope, perimeter, perigee, periphery, etc.) all around, enclosing, surrounding inside of
For circum-	(as in circumnavigate, circumscribe, circumference, etc.) inside of, on top of, underneath, on the other side of
For trans-	(as in transatlantic, transmit, transfusion, transform, etc.) over, into, across, out of, near, far

Prefixes

4. Underline all of the following words which are...

Based on vis meaning____________________
visible, vista, visitor, vise
Based on ject meaning____________________
eject, project, reject, inject
Based on fide meaning____________________
fidelity, Fido, confidence, fiddle
Based on miss meaning____________________
missible, mission, Mississippi, omission
Based on rupt meaning____________________
rupture, abrupt, erupt, disrupt
Based on duct meaning____________________
duct, conduct, deduct, product
Based on tract meaning____________________
tractor, extract, subtract, contract
Based on spire meaning____________________
spiral, conspire, perspire, inspiration
Based on port meaning____________________
portable, porter, report, transport
Based on pose meaning____________________
position, compose, impose, posy
Based on cline meaning____________________
decline, recline, incline, clinic
Based on mand meaning____________________
command, demand, mandate, mandatory
Based on cede meaning____________________
precede, recede, exceed, cedar
Based on mort meaning____________________
mortal, mortgage, mortar, mortuary
Based on dict meaning____________________
dictate, dictionary, verdict, contradict
Based on fract meaning____________________
fracture, fraction, infraction, diffraction
Based on spect meaning____________________
spectacle, prospect, inspect, expect
Based on graph meaning____________________
telegraph, phonograph, graphic, monograph
Based on vert meaning____________________
vertigo, introvert, extrovert, divert
Based on meter meaning____________________
speedometer, diameter, metric, Metrical
Based on scribe meaning____________________
scribble, scripture, prescription, transcription
Based on mit meaning____________________
admit, permit, mitten, submit

Prefixes -- Part Two: Prefixes of Time and Place
(Treated in the Order Listed Above)

1. The prefix super- means 'above' as in superstructure or 'more than' as in superman. How many other examples of words beginning with this prefix can you give?

__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________

2. The prefix sub- means__________in subsoil. How many other examples of words beginning with this prefix can you give?

__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________

3. The prefix con- has the meaning 'together with,' and dis- has the opposite meaning 'separate from.' Can you give at least four examples of words beginning with each prefix?

con- __________ __________ __________ __________
dis- __________ __________ __________ __________

4. A prefix meaning 'between' is__________. Can you give at least four examples of words beginning with this prefix?

__________ __________ __________ __________

5. The prefixes ab-, de-, ex- have the meaning__________in common and are opposite to the prefix in- which means__________. Can you give at least four examples of words beginning with each prefix?

ab- __________ __________ __________ __________
de- __________ __________ __________ __________
ex- __________ __________ __________ __________
in- __________ __________ __________ __________

6. Contrasting prefixes are__________meaning 'for' and__________ or__________meaning 'against.' Can you give at least four examples of words beginning with each prefix?

__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________

7. The prefixes ante- and post- have the opposite meanings 'before' and 'after.' Can you give at least four examples of words beginning with each prefix?

ante- ____________ ____________ ____________ ____________
post - ____________ ____________ ____________ ____________

8. The prefixes pre- and re- have the opposite meanings ____________ and ____________. Can you give at least four examples of words beginning with each prefix?

pre- ____________ ____________ ____________ ____________
re- ____________ ____________ ____________ ____________

9. Two other prefixes which have contrasting meanings of 'before' and 'after' are ____________ and ____________. Can you give at least four examples of words beginning with each prefix?

____________ ____________ ____________ ____________
____________ ____________ ____________ ____________

10. Another group of related prefixes are those contrasting nearness and farness. Can you give at least one other example of each prefix?

a-	'on, in'	aboard	____________
epi-	'beside, outside'	epidermis	____________
ambi-	'on both sides'	ambiguous	____________
peri-	'on all sides'	perimeter	____________
circum-	'all around'	circumference	____________
trans-	'on the other side of'	transport	____________

Prefixes -- Part Three: Prefixes other than Those of Time and Place

1. Besides the major category of 'time-place,' there are at least three other categories of meaning indicated by prefixes. Can you give at least four examples of each prefix below and explain what the category indicates?

a. Those indicating ________________________________

mal- ____________ ____________ ____________ ____________
mis- ____________ ____________ ____________ ____________

b. Those indicating ________________________________

in- ____________ ____________ ____________ ____________
a- ____________ ____________ ____________ ____________
non- ____________ ____________ ____________ ____________
un- ____________ ____________ ____________ ____________

c. Those indicating ____

bi- __________ __________ __________ __________
semi- __________ __________ __________ __________
tri- __________ __________ __________ __________

d. Those indicating ____

be- __________ __________ __________ __________
en- __________ __________ __________ __________

2. Also there are some miscellaneous prefixes such as arch- (arche-, archi-) meaning 'first, original, great' and one or two indicating merely a sound emphasizing the action as ker- in kerplop. Can you think of at least two more examples for each prefix?

arch- __________ __________
ker- __________ __________

Prefixes -- Part Four: Conclusion

1. Some prefixes are used with two kinds of meaning --

a. a concrete or literal meaning of 'place'
such as 'above' in superstructure

b. an abstract or figurative meaning of 'place'
such as 'superior' in superman

Other contrasting examples are:

Concrete and Literal in Space or Position	Abstract and Figurative in Degree or Attitude
superstructure (structure above)	superman (superior man)
subsoil (the soil underneath)	subnormal (below the norm)
disjoin (to separate from)	discontent (not content)
adjoin (to join to)	adapt (to make suitable)

Can you give similar examples using the same prefixes?

Concrete and Literal in Space or Position	Abstract and Figurative in Degree or Attitude

2. Most of the prefixes of current English are Latin in origin. Four prefixes are Anglo Saxon in origin: fore- meaning 'before' as in forefather; a- meaning 'on' as in ashore; un- meaning 'not' as in uncomfortable; and be- meaning 'to make' as in befriend. Can you give at least two more examples of words beginning with each of these prefixes?

fore- ____________ ____________
a- ____________ ____________
un- ____________ ____________
be- ____________ ____________

3. There are at least five contrasting groups of 'time-place' prefixes. Can you give three more contrasting pairs of meanings? See the dotted line divisions of the lists in the Introduction above.

1. Over	1. Under
2. Together with	2. Separate from
3. ____________________	3. ____________________
4. ____________________	4. ____________________
5. ____________________	5. ____________________

4. Is it possible for a word to have two prefixes at the same time? Can you give any examples?

____________ ____________ ____________ ____________

5. How would you explain the function of a prefix? ____________________

____

6. Can you think of any 'cornier' examples than the following?

The Queen of the Pan-American Ball celebrating the Alliance for Progress was ____________________. Answer: misalliance (existing word).

A person who can twist both left and right is ____________________.
Answer: ambitwisterous (created word)

____

____

____

II. Infixes

Definition: An infix is a sound shift or change
of the vowel of monosyllabic base word
and indicates a corresponding change
of number with nouns, tense and action with verbs.

A. Noun infixes indicate the modification of number.
Note: There are only six such nouns in Modern English:

foot-feet	tooth-teeth	goose-geese
(wo)man-(wo)men	mouse-mice	louse-lice

B. Verb infixes indicate modification of tense and action:

Stem	Past Tense	Past Part.
bleed	bled	bled
breed	bred	bred
creep	crept	crept
feed	fed	fed
feel	felt	felt
flee	fled	fled
keep	kept	kept
kneel	knelt	knelt
meet	met	met
sleep	slept	slept
speed	sped	sped
sweep	swept	swept
weep	wept	wept
cleave	cleft	cleft
lead	led	led
leave	left	left
begin	began	begun
drink	drank	drunk
ring	rang	rung
shrink	shrank	shrunk
sing	sang	sung
sink	sank	sunk
spring	sprang	sprung
stink	stank	stunk
swim	swam	swum
swing	swung	swung
cling	clung	clung
fling	flung	flung
sling	slung	slung
slink	slunk	slunk
sting	stung	stung
string	strung	strung
wring	wrung	wrung

Stem	Past Tense	Past Part.
stride	strode	stridden
strive	strove	striven
thrive	throve	thriven
write	wrote	written
bear	bore	borne
swear	swore	sworn
tear	tore	torn
wear	wore	worn
freeze	froze	frozen
speak	spoke	spoken
steal	stole	stolen
weave	wove	woven
bind	bound	bound
find	found	found
grind	ground	ground
wind	wound	wound
blow	blew	blown
grow	grew	grown
know	knew	known
throw	threw	thrown
lay	laid	laid
pay	paid	paid
say	said	said
forsake	forsook	forsaken
shake	shook	shaken
take	took	taken
beseech	besought	besought
seek	sought	sought
teach	taught	taught

Verb Infixes Cont.

Stem	Past Tense	Past Part.
arise	arose	arisen
drive	drove	driven
ride	rode	ridden
rise	rose	risen
smite	smote	smitten
sell	sold	sold
tell	told	told
bring	brought	brought
think	thought	thought
stand	stood	stood
understand	understood	understood
withstand	withstood	withstood
hold	held	held
behold	beheld	beheld
withhold	withheld	withheld
wake	woke	waked
awake	awoke	awaked
fall	fell	fallen
befall	befell	befallen
draw	drew	drawn
withdraw	withdrew	withdrawn
get	got	gotten
forget	forgot	forgotten
bid (ask)	bade	bidden
forbid	forbade	forbidden

Stem	Past Tense	Past Part.
dig	dug	dug
spin	spun	spun
stick	stuck	stuck
give	gave	given
forgive	forgave	forgiven
come	came	come
become	became	become
bid(offer)	bid	bid
break	broke	broken
buy	bought	bought
catch	caught	caught
choose	chose	chosen
fight	fought	fought
fly	flew	flown
go	went	gone
hang (not execute)	hung	hung
lie	lay	lain
run	ran	run
see	saw	seen
shine	shone	shone
shoot	shot	shot
sit	sat	sat
slay	slew	slain
strike	struck	struck
swell	swelled	swollen
tread	trod	trodden
win	won	won

Sample Exercises: Infixes

Noun Infixes

1. What is similar about the following words?

foot > feet
mouse > mice
man > men

Answers:
(1) ((All are nouns.))*
(2) ((Each is changed from singular to plural.))
(3) ((They are pluralized by a change of vowel inside the word.))

2. Can you think of other nouns whose plural modification is indicated by a change of vowel inside the word...

similar to foot > feet
Answer: ((tooth > teeth))
((goose > geese))
similar to mouse > mice
Answer: ((louse > lice))
similar to man > men
Answer: ((woman > women))

3. Can you write a series of sentences in which you precede each of the words below (verbs) with one of the words above (nouns)?

knows hurts enjoys eats
know hurt enjoy eat

Examples:
My tooth hurts.
The geese know when it is feeding time.

(1) ____________________
(2) ____________________
(3) ____________________
(4) ____________________
(5) ____________________
(6) ____________________
(7) ____________________
(8) ____________________
(9) ____________________
(10) ____________________
(11) ____________________
(12) ____________________
(13) ____________________
(14) ____________________

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

4. To match these nouns and verbs correctly what must you take into consideration about plural and singular forms?

Answer: ((Singular forms must match with singular forms, plural forms with plural forms. The singular and plural forms of these nouns are indicated by an infix change. The singular form of the verb is indicated by an -s; the plural forms do not have an s.))

Verb Infixes: Part One: Introduction

What are the similarities and differences of the following words?

Group 1

stand > stood
hang > hung
catch > caught
lay > laid

meet > met
leave > left
seek > sought
teach > taught
sell > sold

fight > fought
buy > bought
find > found
shine > shone
strike > struck
bring > brought
swing > swung
win > won
dig > dug
sit > sat

hold > held
shoot > shot

Group 2

drink > drank > drunk
fly > flew > flown
write > wrote > written

wear > wore > worn
break > broke > broken
speak > spoke > spoken
forget > forgot > forgotten
tread > trod > trodden
lie > lay > lain

take > took > taken
wake > woke > waked
slay > slew > slain
draw > drew > drawn
fall > fell > fallen
see > saw > seen
give > gave > given
grow > grew > grown
go > went > gone
come > came > come
run > ran > run

swell > swelled > swollen

Answers:

(1) ((All are verbs.))
(2) ((Each verb is changed from present (future) to past time.
(3) ((The verbs in Group 1 have one past-time form; those in Group 2 have two past-time forms.))
(4) ((In Group 1 the change of time is indicated by a vowel changed inside the word; in Group 2 by a change of vowel or by a change of vowel plus a change of ending.))

(Note the variety of vowel sound changes in both groups; in Group 2 notice that subdivisions indicate a 1-2-3 vowel (or sound) change, a 1-2-2 change, a 1-2-1 change, and a 1-1-2 change.)

Verb Infixes -- Part Two: One Past-Time Spelling

1. Can you think of at least nine other verbs whose change to past time is indicated by a vowel change similar to the sound pattern meet > met, keep > kept, leave > left?

((feed > fed))
((feel > felt))
((sleep > slept))
((speed > sped))
((sweep > swept))
((weep > wept))

((bleed > bled))
((creep > crept))
((flee > fled))
((breed > bred))
((kneel > knelt))
((lead > led))

2. What change (modification) of meaning is indicated by the contrasting verb forms in the following groups?

Group 1	Group 2	Group 3
We meet often.	We shall meet often.	We (have, had) met often.
He keeps a secret.	He will keep a secret.	He (has, had) kept the secret.

Answer: ((Present, future, and past times are contrasted.))

3. Choosing an appropriate meet > met type verb from your list above, how would you have to spell it in the following sentences?

I ________________ when the others did.
I haven't ________________ since I was a child.
You are weak because you have ________________ a great deal.
She will ________________ better after a little rest.
We ________________ when the others did.
We are so tired we shall ________________ for two days.
You have not ________________ our secret.
They had ________________ from the scene of the accident.

4. In what one or two ways are the past times of these verbs written differently from the present or future times?

Answers:
(1) ((The past time may be indicated by only a change of infix.))
(2) ((The past time may be indicated by both a change of infix and the addition of have, has or had.))
(3) ((The future time is indicated by shall and will plus the base word.))

5. Can you think of other verbs whose change to past time is indicated by an infix change...and use them in a sentence in the past time?

a. ...similar in sound to swing > swung, sting > stung?
Example:
swing. He swung from tree to tree like a monkey.

((fling)) ______________________________
((sling)) ______________________________
((cling)) ______________________________
((string)) ______________________________
((wring)) ______________________________
((slink)) ______________________________

b. ...similar in sound to find > found?

((grind)) ______________________________
((bind)) ______________________________
((wind)) ______________________________

c. ...similar in sound to lay > laid?

((pay)) ______________________________
((say)) ______________________________

d. ...similar in sound to teach > taught?

((seek)) ______________________________
((beseech)) ______________________________

e. ...similar in sound to dig > dug?

((stick)) ______________________________
((spin)) ______________________________

f. ...similar in sound to sell > sold?

((tell)) ______________________________

g. ...similar in sound to bring > brought?

((think)) ______________________________

Verb Infixes -- Part Three: Two Past-Time Spellings

1. The following verbs have two past-time forms --
some spelled in a 1-2-3 pattern such as drink - drank - drunk
some spelled in a 1-2-2 pattern such as wear - wore - worn
some spelled in a 1-2-1 pattern such as take - took - taken
and one in a 1-1-2 pattern, swell - swelled - swollen.

Infixes -- Irregular Verbs

2. Can you think of other verbs whose change to past tense is indicated by an infix change...and use each of the past tense forms in a sentence?

   a. ...similar in sound to drink > drank > drunk, ring > rang > rung.
   Example.
   drink. He drank his milk. He has (had) drunk his milk.
   ring. They rang the bell. They have (had) rung the bell.

   ((sink)) ____________________
   ((stink)) ____________________
   ((shrink)) ____________________
   ((sing)) ____________________
   ((spring)) ____________________
   ((begin)) ____________________
   ((swim)) ____________________

   b. ...similar in sound to write > wrote > written, ride > rode > ridden?

   ((drive)) ____________________
   ((rise)) ____________________
   ((arise)) ____________________
   ((stride)) ____________________
   ((strive)) ____________________
   ((thrive)) ____________________

   c. ...similar in sound to wear > wore > worn?

   ((tear)) ____________________
   ((swear)) ____________________
   ((bear)) ____________________

   d. ...similar in sound to speak > spoke > spoken?

   ((freeze)) ____________________
   ((steal)) ____________________
   ((weave)) ____________________

   e. ...similar in sound to grow > grew > grown?

   ((know)) ____________________
   ((blow)) ____________________
   ((throw)) ____________________

   f. ...similar in sound to take > took > taken?

   ((shake)) ____________________
   ((forsake)) ____________________

3. Of these three-form verbs which two forms are used to indicate past times -- the first form____________, the second form____________, the third form____________? In your example sentences above, which form can stand by itself to indicate past time -- the second form____________or the third form____________? Which form must be preceded by have, has or had to indicate past times -- the second form____________or the third form ____________?

Verb Infixes -- Part Four: The Base Word Repeated

1. What other verbs are built upon the same base words as the following?
Example: stand > stood
understand > understood
withstand > withstood

a. hold > held
((behold > beheld))
((withhold > withheld))
b. get > got > gotten
((forget > forgot > forgotten))
c. wake > woke > waked
((awake > awoke > awaked))
d. draw > drew > drawn
((withdraw > withdrew > withdrawn))
e. fall > fell > fallen
((befall > befell > befallen))
f. bid > bade > bidden
((forbid > forbade > forbidden))
g. give > gave > given
((forgive > forgave > forgiven))
h. come > came > come
((become > became > become))

2. Although these verbs in question one differ in the ways their past-time forms are spelled, they all have what in common?

Answer: ((The forms of the base words remain constant.))

3. How many of these verbs in question one can you substitute and spell properly in the following sentence?

I____________when the others did.
____
____
____
____
____
____
____
____

4. In the following sentences can you insert the proper form of an appropriate verb chosen from the list in question one?

This old house has______________many a winter storm.
His boss had_________________his paycheck.
Much bad luck had________________the explorers.
He________________us a picture.
The children had_________________lost.
The school regulations________________smoking on the premises.
The cats had_______________a nuisance.
The shepherds believed that they had_______________a miracle.

Verb Infixes -- Part Five: Unique Spellings

1. The following verbs are not part of a larger group whose forms are patterned in a similiar way. The spellings of the past forms of these verbs are unique and must be memorized.

fly > flew > flown
break > broke > broken
tread > trod > trodden
lie > lay > lain
slay > slew > slain
see > saw > seen
go > went > gone
run > ran > run
swell > swelled > swollen

2. Can you write two sentences for each verb -- the first sentence using the simple past form and the second sentence using the have-has-had past form?

Example:
fly. He flew to New York. He has flown to New York.

break ____
tread ____
lie ____
slay ____
see ____
go ____
run ____
swell ____

Infixes: Conclusion

1. How would you explain the function of an infix?

Answer: ((An infix is a sound (vowel) shift in the middle of a word which indicates whether a noun is singular or plural and whether a verb is present or past.))

2. Can you think of any "cornier" examples than the following?

The plural of spouse is spice?
The past of reek is rot?
The past of kink is knot?
The past of plink is plank-plunk?

III. Suffixes.

Definition: A suffix is a dependent, modifying word component attached to the end of a full word and capable of
1) changing one part of speech to another, or
2) indicating modifications of gender, number, case, person, time-tense, attitude, action, comparison, abstraction, or collectivity

but incapable itself of functioning as a full word.

Prospectus:

There are approximately 300 suffixes (including their variant forms) in common use.

160 noun suffixes
120 modifier suffixes
20 verb suffixes

(A) Of the approximately 160 suffixes and variant forms used with nouns...

(1) 77 signify the generalized abstraction of an action, thing, or modification --

-acle, -cle
-ade, -ad
-age
-al
-ana, -iana
-and, -end
-ate
-cy, -ance...
-dom
-er, -or
-ery, -ry
-ese
-head, -hood
-ic, -ics...
-ice
-ine
-ing, -ings...
-ion, -tion...
-ise
-ism, -asm...
-ite
-ment
-mony
-ness
-osis
-ship
-sis, -asis...
-ity, -bility...
-ude, -itude
-ure, -ature
-th
-y

(2) 25 signify the do-er or be-er of an action, thing, or modification --

-an, -ian...
-ant, -ent
-ate
-er, -or...
-ist, -ast...
-ive
-ster, -stress
-trix

(3) 22 signify a diminutive or derogatory modification--

-ard, -art
-aster
-een
-erel, -rel
-et, -ette...
-kin, -ikin
-ling
-ock
-ster
-ule, -cle...
-y, -ie...

(4) 12 signify gender (Greek and Latin 8, French 4) --

-a (L)
-ae (L)
-menon (Gk)
-mena (Gk)
-tor (L)
-trix (L)
-us (L)
-i (L)
-e (Fr)
-ette (Fr)
-ine (Fr)
-ess (Fr)

(5) 9 signifying a person from a place or time --
-an   -er   -ese   -ish, -ot...
-ite, -ote...

(6) 5 signifying the place for an action or thing --
-age   -arium, -orium   -er, -or

(7) 3 signifying numerical groupings or divisions --
-ad, -ade   -some

(8) 3 signify continuing or repetitious action --
-er   -le, -l

(9) 2 signify number --
-s, -es

(10) 1 signifies action just beginning or in process of becoming --
-esce

(B) Of the approximately 120 suffixes and variant forms used with modifiers...

(1) 90 signify a tendency towards or resemblance to an action or thing --
-al, -ial...   -ed, -en...   -ile, -il...   -ous, -ious...
-an, -ian...   -en, -ine...   -ing, -izing   -some
-ar, -ular...   -ent, -ant...   -ish, -esque   -te, -ate...
-able, -ible...   -ic, -tic...   -ive, -ative...   -bund, -bond...
-ly   -y, -ary...

(2) 8 signify a person's nationality or era --
-an   -ese   -ish, -sh...   -ite, -ote...

(3) 6 signify location or direction --
-ern   -erly   -long, -ling   -ward, -wards

(4) 5 signify number, amount, or order --
-ple, -ble   -th, -eth   -ty

(5) 4 signify degree --
-er   -est, -st   -ish

(6) 3 signify manner --
-ly   -s   -wise

(7) 3 signify 'to cause' (the stem denoting result) --
-facient   -fic   -ferous

(8) 1 signifies time --
-s

(C) Of the approximately 20 suffixes and variant forms used with verbs...

(1) 7 signify 'to do,' 'to be,' or 'to cause' --
-ate, -ete   -en   -ify, -efy   -ize, -ise

(2) 6 signify person, number, and present time-tense --
-s, -es   -eth, -th   -est, -st

(3) 6 signify beginning or continuing action --
-er   -esce   -ing   -ish
-le, -l

(4) 4 signify past time --
-ed, -t   -en, -n

A. Suffixes used with nouns.

Introduction

The following suffixes can be considered to be exclusively noun suffixes. That is, these suffixes do not appear on modifiers or verbs unless the word is used in some specialized way not typical of its usual use.

- -acy, -cy, -sy
  - fallacy
  - democracy
  - accuracy
  - captaincy
  - minstrelsy
- -age
  - breakage
  - pilgrimage
  - mileage
  - postage
  - orphanage
- -ance, -ence
  - assistance
  - brilliance
  - existence
  - independence
  - convalescence
- -ancy, -ency
  - buoyancy
  - ascendancy
  - occupancy
  - consistency
  - expediency
- -ard, -art
  - drunkard
  - dullard
  - braggart
- -arium, -orium
  - aquarium
  - crematorium
- -dom
  - freedom
  - Christendom
  - kingdom
- -erel, -rel
  - pickerel
  - wastrel
- -ery, -ry
  - witchery
  - drudgery
  - pleasantry
  - carpentry
- -ess
  - countess
  - lioness
- -ette, -let, -et
  - cigarette
  - farmerette
  - leatherette
  - leaflet
  - islet
- -hood
  - brotherhood
  - falsehood
- -ics
  - heroics
  - politics
  - logistics
- -ings
  - earnings
- -ion, -ation
  - action
  - suspicion
  - allusion
  - compulsion
  - fusion
  - tension
  - completion
  - expedition
  - temptation
  - continuation
  - sterilization
- -ism, -asm
  - heroism
  - truism
  - realism
  - criticism
  - enthusiasm
- -ist, -ast
  - violinist
  - apologist
  - realist
  - publicist
  - enthusiast
- -ity, -ety
  - vulgarity
  - deformity
  - scarcity
  - tenacity
  - felicity
  - ferocity
  - verbosity
  - homogeneity
  - possibility
  - solubility
  - propriety
- -ment
  - amazement
  - fragment
  - nutriment
- -ness
  - darkness
  - preparedness
  - thoughtfulness
- -or, -ore
  - actor
  - juror
  - commodore
- -osis
  - tuberculosis
- -ship
  - friendship
  - hardship
- -ster
  - gangster
  - spinster
  - youngster
- -ule, -cle
  - cellule
  - cuticle
- -ure
  - pressure
  - signature

On the vocabulary level certain suffixes change nouns to modifiers, or modifiers to nouns; modifiers to verbs, or verbs to modifiers; verbs to nouns, or nouns to verbs -- all subject to further but infrequent changes of function at the sentence level. The following suffixes change...

Verbs → Nouns:

- -age
  - shrinkage
- -al
  - betrayal
- -ance, -ence, -ense
  - resistance
  - dependence
  - defense
- -ency
  - consistency
- -ant
  - informant
- -ee
  - employee
- -er, -or
  - computer
  - survivor
- -ing, -ings
  - washing
  - writings
- -ion, -ation
  - action
  - completion
  - communion
  - alteration
  - continuation
  - occupation
  - allusion
  - solution
  - suspicion
- -ism, -ist
  - criticism
  - theorist
- -ive
  - directive
- -ment
  - attachment
- -ory, -atory
  - directory
  - observatory
- -ure
  - exposure
- -y
  - inquiry

Modifier → Nouns:

- -ance, -ancy, -cy
  - brilliance
  - vacancy
  - normalcy
- -ism
  - socialism
- -ist
  - socialist
- -ity, -ety
  - civility
  - popularity
  - scarcity
  - jollity
  - homogeneity
  - ability
  - tenacity
  - felicity
  - ferocity
  - verbosity
  - propriety
- -ness
  - preparedness
- -th
  - width

1. Those suffixes signifying a generalized abstraction of the action, thing, or modification denoted by the stem.

-acle, -cle.
Signifying the action or process denoted by the verb stem.

miracle
spectacle
spiracle

-ade, -ad.
Signifying consequence, product of the action or process denoted by the stem.

ballad
blockade
cavalcade
escapade
masquerade
salad

-age.
Signifying the generalized result of the action or process denoted by a verb stem, or the collective effect of the things denoted by a noun stem.

acreage
assemblage
baggage
bondage
breakage
carriage
cleavage
coinage
cordage
dotage
foliage
freightage
herbage
language
luggage
mileage
mirage
pilgrimage
pillage
plumage
postage
poundage
ravage
shrinkage
stoppage
tillage
tonnage
towage
verbiage
vintage
visage
wastage
wharfage

-al.
Signifying the formation of nouns of action from verb stems.

acquittal
arrival
denial
recital
refusal
trial

-ana, -iana.
Signifying collected information about the things denoted by the stem.

Americana
Meredithiana
Shakespeariana

-and, -end.
Signifying the formation of nouns of action from verb stems.

dividend
multiplicand
reverend

-ate.
Signifying the collective, generalized office or function of the persons denoted by the noun stem.

consulate
electorate
episcopate
syndicate
senate
tribunate

-cy, -acy, -ance, -ence, -ancy, -ency, -iency.
Signifying the generalized (often collective) state, condition, office or quality of the noun or modifier denoted by stem; the generalized action, process, or function denoted by a verb stem / -ance, -ence, -ancy, -ency, corresponding to modifiers in -ant, -ent; -acy corresponding to modifiers in -ate and -acious.

abstinence
assistance
attendance
consistence
consistency
continuance
defiance
dependence
dependency
difference
emergence
endurance
exigency
occupancy
parlance
resistance
riddence
subsistence
superintendence
urgence
vacancy

absence
accuracy
aristocracy
bankruptcy
brilliance
buoyancy
captaincy
clemency
constancy
curacy
delicacy
democracy
diplomacy
distance
efficacy
elegance
episcopacy
expediency
fallacy
independence
infancy
lunacy
magistracy
papacy
privacy
secrecy
violence

-dom.
Signifying a generalized state or condition associated with a modifier stem, or domain, collection of persons, or office when associated with noun stem.

Christendom
earldom
freedom
kingdom
officialdom
wisdom

-er, -or.
Signifying the generalized result of the action or state denoted by the verb stem.

dinner
error
rejoinder
remainder
supper
waiver

-ery, -ry.
Signifying the generalized result or presence of the action, quality, or condition denoted by a verb, modifier or noun stem -- often with force of collectivity.

archery
bigotry
cavalry
cutlery
dentistry
devilry
drudgery
finery
foolery
husbandry
infantry
jewelry
masonry
outlawry
peasantry
pedantry
pleasantry
pottery
prudery
revelry
rivalry
scenery
slavery
tenantry
tracery
witchery
yoemanry

-ese.
Signifying the general style, the collected techniques of the person or thing denoted by a noun or modifier stem.

Carlylese
journalese
officialese

-head, -hood.
Signifying state, quality, rank collectivily as denoted by a noun or modifier stem -- now rare, superseded by -hood.

boyhood
brotherhood
childhood
falsehood
godhead
hardihood
knighthood
manhood
motherhood

-ic, -ics, -istics.
Signifying a science of, system of, or general concern with matters denoted by the noun stem / singular form predominant until about 1600, now plural predominates.

acoustics
athletics
ethic(s)
gymnastics
heroics
hysterics
linguistics
logic
magic
mathematics
metaphysics
music
physics
politics
tactics

-ice.
Signifying the abstract or generalized act or 'period of' whatever is denoted by a verb or modifier stem.

avarice
justice
service

-ine.
Signifying a generalized activity or result denoted by a verb or chemical presence denoted by a noun stem.

discipline
gasoline
quinine
medicine
nicotine
chlorine
rapine
routine
doctrine

-ing, -ings, -izing.

Signifying action abstractly used as a noun; sometimes involving the cause, result, or even material of the action implied by the verb or noun stem.

bedding
boating
building
drinking
earnings
making
philosophizing
sewing
shirting
sweepings
wadding
writing

-ion, -cion, -sion, -tion, -xion, -ation, -ization, -etion, -ition.

Signifying action, process, state, or condition collectively and generally, as denoted by a verb stem / -ation is essentially a verbal noun corresponding to -ing verbal nouns above.

action
agitation
allusion
alteration
botheration
caution
civilization
commendation
communion
completion
compulsion
connection(exion)
consideration
continuation
decoration
discoloration
distortion
dominion
elation
estimation
expedition
extradition
flexion
flirtation
fusion
migration
occupation
opinion
pollution
proclamation
reconciliation
reflection(exion)
relaxation
resolution
separation
solution
sterilization
suspicion
temptation
tension
torsion
union

-ise.

Signifying quality, condition, function denoted by stem.

exercise
franchise
merchandise

-ism, -ysm, -asm.

Signifying general abstraction of action, state, habit of mind, quality, manner, condition denoted by a verb, noun, or modifier stem.

alcoholism
Atticism
baptism
barbarism
cataclysm
Catholicism
criticism
Darwinism
despotism
egotism
enthusiasm
heroism
hypnotism
idealism
materialism
ostracism
paroxysm
plagiarism
realism
truism
witticism

-ite.

Signifying the generalization of a verb, resulting in noun and modifier forms.

composite
favorite
opposite

-ity, -ety, -city, -eity, -acity, -arity, -icity, -idity, -ility, -osity, -bility, -ability, -ibility, -ubility.
Signifying general nature, quality, or condition deriving from modifier stems / corresponding to modifiers ending in -ous, -ious, -ble, -able, -ible, -uble.

arability
calamity
civility
felicity
ferocity
get-at-ability
homogeneity
jollity
nobility
popularity
possibility
propriety
rapacity
regularity
satiety
scarcity
solidity
solubility
tenacity
ubiquity
veracity
verbosity
vulgarity
vulnerability

-ment.
Signifying the generalized resultant state, condition or product of a verb (usually) stem.

abridgment
amazement
arrangement
attachment
entanglement
fragment
government
increment
judgment
nutriment
ornament
refreshment

-mony.
Signifying a generalized result or condition / sometimes with same function as -ment above / corresponding modifiers in -monious.

acrimony
alimony
parsimony

-ness.
Signifying abstract state or condition, quality or degree, as denoted by a verb or modifier stem.

baldness
darkness
goodness
greatness
illness
kindness
obligingness
preparedness
sickness

-osis.
Signifying a generalized process, connoting a condition or state in excess, and added to noun stems.

narcosis
neurosis
silicosis
sclerosis
tuberculosis
vericosis

-ship.
Signifying generalized quality or a shaping to an end, a creating / once added to modifiers, now only with noun designating persons.

clerkship
fellowship
friendship
hardship
kinship
lordship
seamanship
statesmanship
township

-sis, -asis, -osis, -esis.
Signifying resultant state or condition denoted by verb stem -- usually in extended forms -asis, -osis, -esis.

analysis
catalysis
exegesis
metamorphosis
peristalsis
stasis

-ude, -itude.
Signifying abstraction of L participles and modifiers / the it is thematic / corresponding modifiers in -inous, or -ous.

beatitude
multitude
solicitude

-ure, -ature.
Signifying the resultant act, process, office or instrument denoted by the verb stem.

armature
censure
composure
creature
culture
exposure
judicature
legislature
ligature
picture
pressure
signature

-th.
Signifying generalized, abstract quality of the modifier usually, or the generalized action of a verb stem.

depth
growth
health
length
strength
warmth

-y.
Signifying generalized, abstract result of a verb, noun or modifier stem.

augury
carpentry
colloquy
courtesy
infamy
inquiry
jealousy
perjury
prudery

2. Those suffixes signifying a do-er or be-er of the action, thing, or modification denoted by the stem.

-an, -ian, -ician, -arian.
Signifying occupation, pursuit, rank; associated with, exponent of, or expert in matters denoted by the noun stem.

amphibian
antiquarian
barbarian
beautician
Christian
disciplinarian
equestrian
geometrician
grammarian
historian
humanitarian
librarian
magician
mortician
musician
patrician
physician
plebeian
republican
tragedian
vegetarian

-ant, -ent.
Signifying agent or instrument performing the action denoted by the verb stem / the practice of reserving -ant as noun suffix, -ent for modifiers is modern.

agent
claimant
defendant
dependent
expedient
inhabitant
irritant
regent
servant
student
supplicant
torrent

-ate.
Signifying person holding the office conerned with matters denoted by the noun stem.

advocate
candidate
curate
legate
magistrate
prelate

-er, -ier, -eer, -izer, -yer, -or, -ore, -ar, -air, -aire, -ary.
Signifying the agent or instrument of the action or occupation denoted by a verb or noun stem, or the designation of a person by some special characteristics denoted by a noun stem / strictly -er goes with words of Gmc origin, -or with words of L origin / correlative receiver of the action in -ee below.

actor
actuary
apologizer
assigner(or)
auctioneer
back-hander
bearer
beggar
brigadier
bursar
butler
cannoneer
carrier
cashier
cavalier
collar
collier
commander
commodore
compiler
computer
confessor
consular
corsair
creditor
creeper
distributor
diviner
doctrinaire
donor
dramatizer
ejector
elevator
emperor
employer
engineer
facer
fiver
Forty-niner
functionary
glazier
gondolier
grantor
grenadier
grocier
half-miler
harvester
hatter
hater
haulier
header
interpreter
juror
lawyer
lessor
liar
millionaire
mortar
muleteer
murderer
new-comer
notary
officer
old-timer
pamphleteer
pedlar
philosopher
pioneer
player
poker
profiteer
purser
refractor
ruler
sawyer
scholar
secretary
six-footer
sixty-pounder
stevedore
survivor
tailor
teacher
theorizer
three-master
tiler
tinner
tractor
vendor(er)
vicar

-ist, -icist, -ast.
Signifying one who does or practices, operates or plays, professes or adheres to whatever is denoted by the verb, noun, or modifier stem/often there are corresponding verbs in -ize, nouns in -ism, modifiers in -istic.

apologist
atheist
Communist
dramatist
enthusiast
machinist
plagiarist
publicist
realist
socialist
theorist
violinist

-ive.
Signifying tendency to do, function of doing the action denoted by the verb stem.

abrasive
additive
corrective
corrosive
detective
fugitive

-ster, -stress.
Signifying agent originally working at the activity denoted by the stem / -stress actually a double suffix -ster (agent) plus -ess (feminine).

seamstress
songster(stress)
spinster

-trix.
Signifying feminine agent corresponding to masculine agent in -or.

aviatrix
executrix
testatrix

Note: In a few cases the suffix -ee signifies the receiver of the action as opposed to the do-er:

assignee
donee
employee
grantee
lessee
payee

3. Those suffixes signifying a diminutive or a derogatory modification of the noun.

-ard, -art.

braggart
coward
drunkard
dullard
niggard
sluggard

-aster.

criticaster
oleaster
poetaster

-een.

colleen
sateen
velveteen

-erel, -rel.

cockerel
doggerel
dotterel
pickerel
scoundrel
wastrel

-et, -ette, -let.

armlet
bracelet
cigarette
etiquette
fillet
islet
kinglet
leaflet
leatherette
midget
ringlet
serviette

-kin, -ikin.

lambkin
manikin
napkin

-ling.

duckling
gosling
princeling

-ock.

bullock
buttock
hummock

-ster.
dabster
gamester
gangster
prankster
rhymester
trickster

-ule,-ula,-cle,-icle, -icule.
animalcule
article
carbuncle
cellule
clavicle
corpuscle
cuticle
globule
molecule
particle
ridicule
tubule

-y, -ie, -ey.
Billy
birdie
dearie
doggy
donkey
Johnnie
kitty
monkey
pussy

4. Those noun suffixes signifying gender:

a. Greek and Latin gender suffixes.

-a. Latin feminine singular.
alumna
Augusta
formula
Minerva
sierra (Sp)
stanza (It)

-ae. Latin feminine plural.
alumnae
formulae
nebulae

-menon. Greek neuter singular.
criterion
phenomenon
prolegomenon

-mena. Greek neuter plural.
criteria
phenomena
prolegonema

-tor. Latin Masculine - agential.
aviator
executor
testator

-trix. Latin feminine - agential.
aviatrix
executrix
testatrix

-us. Latin masculine singular.
alumnus
radius
stimulus

-i. Latin masculine plural.
alumni
radii
stimuli

b. French suffixes signifying gender.

	Masculine	Feminine
-e.	blond	blonde
	fiancé	fiancée
-ette.	coquet	coquette
	farmer	farmerette
	usher	usherette
-ine.	hero	heroine
	Joseph	Josephine

	Masculine	Feminine
-ess.	actor	actress
	adulterer	adulteress
	author	authoress
	count	countess
	heir	heiress
	host	hostess
	hunter	huntress
	jew	jewess
	murderer	murderess
	priest	priestess
	prince	princess
	sorcerer	sorceress
	waiter	waitress

5. Those suffixes signifying a person from a place or time denoted by the noun stem.

-an.
American
Elizabethan
Texan

-er.
islander
Londoner
New Zealander
prisoner
Southerner
villager

-ese.
Bengalese
Chinese
Japanese
Maltese
Pekingese
Siamese

-ish, -sh, -ch.
British
Danish
Finnish
Irish
Turkish
Welch

-ite, -ote, -ot.
Canaanite
Cypriot
Cypriote
Denverite
Israelite
Gothamite

6. Those suffixes signifying a place for the action or thing denoted by the noun stem.

-age.
anchorage
hermitage
orphanage
parsonage
vicarage
village

-arium, -orium.
aquarium
auditorium
crematorium
sanatorium
sanitarium
solarium

-er, -or.
counter
dresser
manger
manor
mirror
parlor

7. Those suffixes signifying numerical groupings or divisions.

-ad, -ade.

decade

myriad

triad

-some.

twosome

threesome

foursome

8. Those suffixes signifying
continuing or repetitious action
when attached to verbs or verbal nouns.

-er.

flicker
flutter

glimmer
patter

sputter
twitter

-le, -l.

crackle
drawl

snarl
sparkle

twinkle
wail

9. Those suffixes signifying singular or plural.

a. The suffix -s is the usual plural of English nouns:

Singular	Plural
boy	boys
girl	girls

b. Nouns ending in ch, sh, s, x, and z add -es:

church	churches
blush	blushes
gas	gases
mass	masses
tax	taxes
waltz	waltzes

c. Nouns ending in f and fe vary -- some taking -s, some -ves, some both:

roof	roofs
hoof	hooves (hoofs)
scarf	scarves, scarfs
fife	fifes
knife	knives

d. Nouns ending in y preceded by a consonant, change the y to i and add -es.

city	cities
jury	juries
lady	ladies
sky	skies

Nouns ending in quy, change the y to i and add -es.

colloquy	colloquies
soliloquy	soliloquies

Singular	Plural

Nouns ending in y preceded by a vowel (except those in -guy) add -s:

attorney	attorneys
chimney	chimneys
guy	guys

e. Nouns ending in o preceded by a consonant vary -- some taking -s, some -es, some both:

piano	pianos
echo	echoes
cargo	cargoes, cargos

Nouns ending in o preceded by a vowel add -s.

rodeo	rodeos
radio	radios
duo	duos
embryo	embryos

f. Three Old English plurals remain:

ox	oxen
child	children
brother	brethren

g. Some Greek→ Latin plurals remain:

alga	algae (algas)
alumna	alumnae
antenna	antennae, antennas
formula	formulas (formulae)
larva	larvae (larvas)
nebula	nebulas, nebulae
minutia	minutiae
addendum	addenda
agendum	agenda
datum	data
desideratum	desiderata
erratum	errata
(impedimentum)	impedimenta
medium	mediums, media
ovum	ova
residuum	residua
automaton	automatons, automata
criterion	criteria (criterions)
phenomenon	phenomena, phenomenons
corpus	corpora
genus	genera
opus	opera (opuses)
schema	schemata

Singular	Plural
cyclops	cyclopes
larynx	larynges, larynxes
phalanx	phalanxes, phalanges
sphinx	sphinxes, sphinges
apex	apexes, apices
appendix	appendixes, appendices
codex	codices
index	indexes, indices
matrix	matrices, matrixes
analysis	analyses
axis	axes
basis	bases
crisis	crises
ellipsis	ellipses
genesis	geneses
hypothesis	hypotheses
nemesis	nemeses
parenthesis	parentheses
thesis	theses
alumnus	alumni
bacillus	bacilli
cactus	cacti, cactuses
focus	focuses, foci
fungus	fungi (funguses)
radius	radii (radiuses)
stimulus	stimuli

h. Some French plurals are retained:

beau	beaux, beaus
madame	mesdames
bureau	bureaus (bureaux)
plateau	plateaus, plateaux
monsieur	messieurs

i. Some Italian plurals are retained:

libretto	librettos, libretti
monsignor	monsignors, monsignori
solo	solos, soli
tempo	tempi, tempos

j. Some miscellaneous plurals:

cherub	cherubs, cherubim
seraph (seraphim)	seraphim, seraphs
señor	señors, señores
fellah	fellahin, fellaheen

10. Those suffixes signifying an action just beginning or in the process of becoming whatever is denoted by the stem, and corresponding to verbs in -esce and modifiers in -escent.

-escence.

convalescence

effervescence

putrescence

B. Suffixes used with modifiers.

Introduction

The following suffixes can be considered to be exclusively modifier suffixes. That is, these suffixes do not appear on nouns or verbs unless the word is used in some specialized way not typical of its usual use.

- -able, -ible, -uble
  - teachable
  - peaceable
  - objectionable
  - horrible
  - reducible
  - soluble
- -ile
  - versatile
  - virile
- -ly
  - fatherly
  - loudly
- -ous, -ose
  - joyous
  - famous
  - continuous
  - wondrous
  - calamitous
  - victorious
  - censorious
  - fictitious
  - audacious
  - flirtatious
  - herbaceous
  - instantaneous
  - verbose
  - credulous
  - granulose
- -ular
  - muscular
  - spectacular
- -ward(s)
  - backward(s)
  - homeward(s)
  - seaward

On the vocabulary level certain suffixes change nouns to modifiers, or modifiers to nouns; modifiers to verbs, or verbs to modifiers; verbs to nouns, or nouns to verbs -- all subject to further possible but infrequent changes of function at the sentence level. The following suffixes change...

Nouns ⟶ Modifiers:

- -al
  - normal
  - instrumental
  - musical
  - gradual
  - judicial
- -ate
  - fortunate
  - collegiate
  - affectionate
- -ed
  - bearded
  - moneyed
- -en
  - wooden
- -esque
  - Romanesque
  - picturesque
- -ian, -arian
  - Bostonian
  - reptilian
  - humanitarian
  - sectarian
- -ic, -tic, -iac
  - angelic
  - geographic
  - morphemic
  - volcanic
  - arthritic
  - dramatic
  - pathetic
  - hypnotic
  - sarcastic
  - scholastic
  - characteristic
  - objectivistic
  - orgiastic
  - maniac
  - cardiac
  - elegiac
- -ish
  - boyish
  - mulish
- -ly
  - saintly
  - yearly
- -ous, -ose
  - joyous
  - famous
  - victorious
  - calamitous
  - felicitous
  - audacious
  - flirtatious
  - herbaceous
  - instantaneous
  - verbose
  - granulose
- -ular
  - molecular
  - muscular
- -ward(s)
  - homeward(s)
  - windward
- -y, -ly, -ary
  - rocky
  - clayey
  - momentary

Verbs ⟶ Modifiers:

- -able, -ible, -uble
  - perishable
  - desirable
  - demonstrable
  - reducible
  - perceptible
  - soluble
- -ant, -ent
  - errant
  - pleasant
  - defiant
  - vacant
  - persistent
  - emergent
  - effervescent
  - abstinent
  - expedient
- -ed
  - furnished
  - wasted
- -en
  - chosen
  - hidden
- -ing
  - falling
  - moving
- -ive, -ative, -itive
  - active
  - decorative
  - definitive
  - affirmative
  - punitive
  - destructive
  - diminutive
- -ory, -atory
  - prohibitory
  - contributory
  - promissory
  - migratory
  - exclamatory

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1. Those suffixes signifying
tendency towards or resemblance to
the action or thing denoted by the stem.

-al, -ial, -ual, -ical, -iacal, -istical, -mental.
Signifying belonging to, appropriate to, resembling the noun (usually) denoted by the stem / -ac plus -al and -ic plus -al are compounds of two suffixes both used to convert nouns into modifiers / when there is no difference in meaning, the longer form dies out (generical > generic); but when a difference exists, the nuances of meaning must be taken into account (poetic and poetical, comic and comical, economic and economical).

annual
choral
comical
demoniacal
diabolical
economical
ethical
excremental
gradual
hypochondriacal
incremental
instrumental
judicial
maniacal
mural
musical
normal
oral
poetical
political
regal
rhetorical
royal
sophistical

-an, -ane, -ian, -arian.
Signifying belonging to, characteristic of, connected with the person, class of persons, system or doctrine denoted by the noun stem / forming many modifiers which are also nouns / -ane is a variation of -an and used when a similar form with different meaning exists in -an / -arian corresponds to nouns ending in -aria or -ary; -acean corresponds to nouns in -acea.

amphibian
antiquarian
barbarian
Christian
crustacean
dromedarian
Grecian
human
humane
humanitarian
mundane
octogenarian
patrician
plebeian
reptilian
republican
silvan
utilitarian

-ar, -ular, -acular, -icular.
Signifying belonging to or characteristic of / -acular corresponding to nouns in -acle (which themselves derive from verb stems); -icular corresponding to nouns in -icule.

insular
linear
muscular
nebular
polar
popular
regular
reticular
spectacular

-able, -ible, -uble, -ble.
Signifying ability for or resemblance to the verb or noun stem -- often with passive force.

come-at-able
credible
demonstrable
desirable
horrible
noble
objectionable
obtainable
peaceable
perceptible
perishable
reducible
soluble
teachable
vulnerable

-ed, -ized, -en, -n, -t.
Signifying possessed of a condition or quality denoted by a verb (primarily) or noun stem / deriving from past participle -ed ending of verbs (hence variable verbal endings -en, -n, -t, see Verb Suffixes) but freely attached to nouns / -ized corresponds to verbs in -ize.

bearded
blown
broken
burnt
civilized
drunken
fallen
flown
illuminated
inflated
known
lost
moneyed
pig-headed
proven
ragged
skilled
sown
spent
tender-hearted
wooded

-en, -n, -ine.
Signifying made or consisting of, of the nature of, like the noun denoted by the stem.

adamantine
aspen
canine
crystalline
feminine
golden
leaden
leathern
liden
linen
oaken
opaline
silvern
wooden
woolen

-ent, -lent, -ient, -ulent, -escent, -urient, -ant.
Signifying a tendency towards the action denoted by a verb or towards something denoted by a noun, or an expected, prospective or beginning tendency / -escent corresponds to verbs in -esce, nouns in -escence; -ant, -ent correspond to nouns in -ance, -ence / closely associated with 'progressive' verb endings.

abstinent
ascendant
consistent
convalescent
corpulent
defiant
dependent
different
effervescent
emergent
errant
esurient
expedient
fraudulent
luminescent
migrant
parturient
persistent
pestilent
pleasant
vacant

-ic, -tic, -atic, -etic, -otic, -astic, -estic, -emic, -(i)ac.
Signifying connected with, characteristic of, like, resembling, belonging to, of the nature of the noun stem / often compounded with -al / -etic corresponds to nouns in -esis; -itic corresponds to nouns in -ite and -itis; -otic corresponds to nouns in -osis; -istic corresponds to nouns in -ist, -ism and also verbs in -ize; -emic corresponds to nouns in -eme.

Adriatic
angelic
aquatic
arithmetic
arthritic
asthmatic
cardiac
characteristic
deistic
demoniac
demonic
dramatic
elegiac
euphemistic
genetic
geographic
Homeric
hypnotic
hypochondriac
idealistic
linguistic
lymphatic
maniac
metallic
Miltonic
morphemic
narcotic

neurotic
objectivistic
orgiastic
paraphrastic
pathetic
phonemic
poetic
Quixotic
sarcastic
scholastic
subjectivistic
sybaritic
theistic
vitriolic
volcanic

-ile, -atile, il.
Signifying tendency to do or be whatever the noun or verb stem denotes.

agile
civil
ductile
fragile
frail
gentile
versatile
virile
volatile

-ing, -izing.
Signifying modifiers deriving from progressive -ing form of verbs.

cauterizing
encouraging
falling
flying
jumping
losing
moving
singing
talking

-ish, -esque.
Signifying resembling, belonging to the noun stem / sometimes derogatory in contrast to -like or -ly (manish and manly)/-esque is a doublet of -ish.

arabesque
bookish
boyish
feverish
picturesque
Romanesque
selfish
statuesque
womanish

-ive, -ative, -etive, -itive, -utive.
Signifying tending toward the action of a verb stem, or having the nature of a noun stem.

active
affirmative
completive
corrective
definitive
demonstrative
destructive
diminutive
passive
punitive
qualitative
talkative

-ly.
Signifying resemblance, characteristic of; suffixed to nouns of time means 'happening every...' / -like from which -ly derives is a compounding element, -ly is the true suffix / Note well: Here, suffixed to noun stems, -ly converts nouns into adjectives (adnouns); suffixed to adjectives (below), -ly converts adjectives into adverbs.

daily
fatherly
friendly
hourly
kingly
manly
motherly
nightly
saintly

-ous, -eous, -aceous, -aneous; -ious, -cious, -tious, -acious, -arious, -atious, -orious, -itious, -monious; -uous, -itous, -ulous, -urous, -idinous; -ose, -ulose.
Signifying tendency towards a verb stem, or resembling (often rich in) the nature of a noun stem / -ose is doublet of -ous / -ious corresponds to nouns in -ion; -cious to nouns in -city; -acious to nouns in -acity; -itious to nouns in -tion; -monious to nouns in -mony; -idinous to nouns in -ido; -ose to nouns in -osity.

acrimonious
adventitious
adventurous
ambiguous
ambitious
aqueous
audacious
bellicose
calamitous
cautious
cellulose
censorious
contemporaneous
continuous
credulous
cretaceous
expeditious
fabulous
fallacious
famous
farinaceous
fatuous
ferocious
fictitious
flirtatious
glorious
gracious
granulose
gregarious
herbaceous
homogenous
igneous
impetuous
instantaneous
invidious
jocose
joyous
libidinous
momentous
morose
mountainous
multitudinous
nervous
parsimonious
polygamous
populous
precarious
rapacious
religious
sagacious
simultaneous
tenacious
thunderous
tremulous
tumultous
vaporous
veracious
verbose
vexatious
vicarious
victorious
vitreous
wondrous

-some.
Signifying likeness to a noun stem usually, sometimes a verb stem.

awesome
bothersome
burdensome
fearsome
irksome
quarrelsome
troublesome
tiresome
worrisome

-te, -ate, -ete, -ite, -ute.
Signifying the result of the past participle action of a verb (primarily) or resemblance to a noun (often a verbal noun).

absolute
affectionate
collegiate
complete
composite
desolate
destitute
discrete
erudite
exquisite
minute
opposite
recondite
requisite
separate

-bund, -cund, -bond.
Signifying tendency towards the action or state denoted by a verb stem.

moribund
rubicund
vagabond

-y, -ey, -ary, -ory, -atory.
Signifying belonging to, serving for, or characteristic of a noun (primarily) or verb stem.

auditory
chatty
chilly
clayey
compulsory
congratulatory
contributory
declaratory
dirty
dreamy
dusty
exclamatory
exemplary
fragmentary
honorary
icy
illusory
juicy
lumpy
mercenary
messy
military
momentary
prohibitory
rainy
regulatory
sedentary
sensory
skyey
sleepy
stony
visionary
voluntary

2. Those suffixes signifying a person's nationality or era the stem denoting the place or time from which.

-an.

American
Elizabethan
Texan

-ese.

Bengalese
Chinese
Senegalese

-ish, -sh, -ch.

British
Danish
Dutch
French
Irish
Polish
Scotch
Turkish
Welch

-ite, -ote, -ot.

Cypriot
Cypriote
Israelite

3. Those suffixes signifying a location or direction the stem denoting the place to or from which.

-ern.
Signifying direction where.

eastern
northern
southern

-erly.
Signifying direction whence, and towards which.

easterly
northerly
westerly

-long, -ling.
Signifying inclined towards.

darkling
headlong
sidelong

-ward, -wards.
Signifying direction towards; -s form usually adverbial.

backward
backwards
forward
forwards
upward
upwards
inward
inwards
downward(s)
onward(s)
rearward(s)
seaward(s)
homeward(s)
leeward
windward

4. Those suffixes signifying number, amount, order.

-ple, -ble.
Signifying 'fold' literally / corresponding to nouns with compounding element -plex (duplex, triplex, complex)

double
duple
quadruple
simple
treble
triple

-th, -eth.

fifth
fourth
sixth
thirtieth
twelfth
twentieth

-ty.
Signifying 'tens' literally.
twenty
thirty
forty

5. Those suffixes signifying degree.

-er.
Signifying comparative degree.
better
faster
finer
later
slower
sooner

-est, -st.
Signifying superlative degree.
best
fastest
finest
latest
slowest
soonest

-ish.
Signifying somewhat.
coldish
fortyish
warmish

6. Suffixes signifying manner.

-ly.
Signifying in the manner of a modifier stem / thus converting an adnoun into an adverb.
badly
finally
partly
quickly
mostly
slowly

-s.
Signifying adverbial manner.
besides
unawares

-wise.
Signifying way, in the manner of.
edgewise
likewise
nowise

7. Suffixes signifying cause
stem denoting result.

-facient.
Signifying making or causing / deriving from L.verb facere, to make.
absorbifacient
somnifacient

-fic.
Signifying making or causing / also driving from L facere, to make / other combining element forms are fical, ficial, ficate, ficatious, ficative, ficator, ficatory, fice, ficense, ficient, ficiary.
colorific
horrific
pacific
prolific
superific
terrific

-ferous.
Signifying producer of, production of, producing / from L verb ferre, to bear.

auriferous
coniferous
pestiferous

8. Suffixes signifying time.

-s.

always
afternoons
days
mornings
nights
Sundays

C. Suffixes used with verbs.

Introduction

The following suffixes can be considered to be exclusively verb suffixes. That is, these suffixes do not appear on nouns or modifiers unless the word is used in some specialized way not typical of its usual use.

-ify, -efy
beautify
simplify
dignify
liquefy
-ize, -ise
patronize
legalize
mobilize
tyrannize
stigmatize
advertise

On the vocabulary level certain suffixes change nouns to modifiers, or modifiers to nouns; modifiers to verbs, or verbs to modifiers; verbs to nouns, or nouns to verbs -- all subject to further possible but infrequent changes of function at the sentence level. The following suffixes change...

Nouns ⟶ Verbs:

-ate
assassinate
chlorinate
calibrate
impersonate
-en
hearten
lengthen
-ify, -efy
beautify
liquefy
-ize
winterize
tyrannize
economize
stigmatize

Modifiers ⟶ Verbs:

-en
moisten
-ify
solidify
simplify
-ize
modernize
sterilize

1. Those suffixes signifying to do, be, or cause something
   the stem denoting the action, modification, or thing resulting.

-ate, -ete.

Signifying the causing of or the bringing into being of a result denoted by the stem / deriving from past participle of L verbs / corresponding noun (the result, that which is caused) often in -ion.

actuate
agitate
calibrate
concentrate
deplete
fascinate
incapacitate
secrete
venerate

-en.

Signifying the causing of the quality or state denoted by a modifier (primarily) or noun stem / converts modifiers and nouns into verbs.

darken
fasten
frighten
harden
heighten
lengthen
moisten
strengthen
sweeten

-ify, -efy.

Signifying to make into or to become that which is denoted by modifier or noun stem / converts modifiers and nouns into verbs / deriving from L verb facere, to make.

beautify
dignify
intensify
liquefy
pacify
simplify

-ize, -ise.

Signifying the subjection of someone or something to a state, condition or quality denoted by a noun or modifier stem, or the interest or practice of that which is denoted by the stem.

advertise
Atticize
botanize
cauterize
civilize
crystallize
devise
economize
exercise
legalize
oxidize
mobilize
patronize
stigmatize
tyrannize

2. Those suffixes signifying
   person, number, time-tense
   the stem denoting the action or process.

-s, -es.

The usual signification of third person singular, present indicative, active voice / a northern form supplanting Midland -eth.

blushes
dies
does
knows
sits
thinks

-eth, -th.

doth
dieth
hath
knoweth
sitteth
thinketh

-est, -st.

Archaic suffixes of second person singular thou...

canst
didst
livest

3. Those suffixes beginning or continuing action
   the stem denoting the action, state or condition involved.

-er.
Signifying repeated action, often with echoic modification of onomatopoeic verb or noun stem.

batter
clatter
flitter
glitter
mutter
patter
quaver
quiver
shatter
shiver
sputter
stutter

-esce.
Signifying begining of an action or the becoming of that which is denoted by the stem.

convalesce
effervesce
putresce

-ing.
Signifying action in progress.

running
jumping
coming

-ish.
Signifying beginning of an action or the becoming of that which is denoted by the stem.

abolish
establish
finish
flourish
nourish
perish
polish
punish
tarnish

-le, -l.
Signifying continuing or repeated action, often with echoic modification of onomatopoeic verb or noun stem.

crumble
drawl
joggle
kneel
snarl
sparkle
wail
whirl
wiggle

4. Those suffixes signifying time
   the stem denoting the action or process.

-ed, -t.

asked
burned or burnt
jumped
kept
looked
lost

-en, -n.

blown
fallen
taken

Note. A few suffixes are associated with more than one part of speech.

1. Nouns and Modifiers:

-*al*	refusal/accidental	-*ese*	Chinese/Chinese
-*an*	Texan/Texan	-*ian*	technician/Christian
-*ant*	defendant/ascendant	-*ine*	heroine/crystalline
-*arian*	disciplinarian	-*ish*	British/British
-*atory*	observatory/migratory	-*ive*	detective/active
-*ary*	functionary/fragmentary	-*ory*	depository/auditory
-*ch*	French/French	-*y*	jealousy/dusty
-*ent*	dependent/consistent		inquiry/chatty

2. Modifiers and Verbs:

-*ed*	bearded/asked	-*ized*	civilized/civilized
-*en*	drunken/fallen	-*n*	known/known
	wooden/sweeten	-*t*	burnt/burnt

3. Nouns and Verbs:

-*er*	glitter/glitter	-*le*	crackle/crackle
-*es*	bushes/rushes	-*s*	boys/asks

4. Nouns and Modifiers and Verbs:

-*ate*	candidate/affectionate/assassinate
-*er*	bearer/faster/flitter
-*ing*	bedding/moving/moving
-*izing*	philosophizing/cauterizing/plagiarizing

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Sample Exercises: Suffixes, Unit I: Introduction

Suffixes -- Part One: Introduction

1. What is similar about the following words?

defendant
superintendent
employer
cashier
engineer
actor
commodore
scholar
secretary
Christian
beautician
disciplinarian
realist
detective
bondage
arrival
resistance
accuracy
dentistry
athletics
routine
action
compulsion
heroism
solidity
pressure
drunkard
cigarette
globule
particle
anchorage
herbarium

Answers:

(1) ((All are nouns.))*

(2) ((All are made up of a base word plus a suffix.))

2. Other than the fact that all the following nouns are suffixed, what do the following pairs have in common?

defendant	irritant	resistance	parlance
superintendent	regent	accuracy	papacy
employer	butler	dentistry	cavalry
cashier	cavalier	athletics	hysterics
engineer	pioneer	routine	Dentine
actor	tractor	action	caution
commodore	stevedore	compulsion	torsion
scholar	vicar	heroism	ostracism
secretary	notary	solidity	serendipity
Christian	barbarian	pressure	culture
beautician	mortician	drunkard	coward
disciplinarian	octogenarian	cigarette	etiquette
realist	atheist	globule	molecule
detective	fugitive	particle	cuticle
bondage	vintage	anchorage	village
arrival	trial	herbarium	aquarium

Answers:

(1) ((The words in columns 1 and 3 have readily recognizable bases to which a suffix has been added, while the words in columns 2 and 4 do not.))

(2) ((The modification of meaning indicated by any one suffix is the same in both columns. Note: this becomes apparent if the bases of the words in columns 2 and 4 are looked up in a dictionary.))

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

3. What is similar about the following words?

normal
republican
humane
Grecian
polar
muscular
perishable
horrible
golden
crystalline
different
fraudulent
effervescent
ascendant
dramatic
scholastic
characteristic
demoniac
joyous
herbaceous
verbose
momentary
prohibitory
triple

Answers:
(1) ((All are modifiers.))
(2) ((All are made up of a base word plus a suffix.))

4. Other than the fact that all the following modifiers are suffixed what do the following pairs have in common?

normal	oral	effervescent	luminescent
republican	human	ascendant	migrant
humane	mundane	dramatic	aquatic
Grecian	plebeian	scholastic	sarcastic
polar	linear	characteristic	euphemistic
muscular	popular	demoniac	cardiac
perishable	vulnerable	joyous	homogenous
horrible	audible	herbaceous	farinaceous
golden	linen	verbose	bellicose
crystalline	canine	momentary	military
different	pendent	prohibitory	auditory
fraudulent	corpulent	triple	simple

Answers:
(1) ((The words in columns 1 and 3 have readily recognizable bases to which a suffix has been added, while the words in columns 2 and 4 do not.))
(2) ((The modification of meaning indicated by any one suffix is the same in both columns. Note: this becomes apparent if the bases of the words in columns 2 and 4 are looked up in a dictionary.))

5. What are the similarities and differences of the following words?

assassinate	fascinate	batter	shatter
simplify	pacify	quaver	quiver
civilize	cauterize	kneel	wail

Answers:
(1) ((All are verbs.))
(2) ((All are made up of a base word plus a suffix.))
(3) ((The words in columns 1 and 3 have readily recognizable bases while the words in columns 2 and 4 do not.))
(4) ((The modification of meaning indicated by any one suffix is the same in both columns.))

Suffixes -- Part Two: Word Roots and Stems, Introduction

1. How many words related in form and meaning can you add to the following groups? You may use prefixed and suffixed forms.

a. Related to Latin verb ponere 'to place,' ponens 'placing,' positus 'placed':

apposition
component
compose
depose
deposit
____
____

dispose
disposition
exponent
expose
impose
____
____

juxtapose
oppose
opposite
pose
position
____
____

preposition
proponent
propose
postpone
suppose
____
____

b. Related to Latin verb tendere 'to stretch, to tend,' tendens 'stretching, tending,' tensus 'stretched, tended':

attend
attention
contend
distend
extend
____
____

intend
intense
intent
ostensible
portend
____
____

pretend
pretension
superintend
tend
tendency
____
____

tender
tendon
tensile
tension
tent
____
____

c. Related to Latin verbs se(i)dere 'to sit,' se(i)dens 'sitting,' sessus 'sat' and sedare, sedatus 'to cause to sit, to settle, to calm':

assess
insidious
obsess
presidency
preside
____
____

president
reside
residence
residue
sedate
____
____

sedation
sedative
sedentary
sediment
session
____
____

subside
subsidiary
subsidy
subsidize
supersede
____
____

d. Related to Latin verbs specere 'to see,' spectus 'seen,' and spectare, spectatus 'to look':

aspect
expect
inspect
perspective
prospect
____
____

prospective
prospector
prospectus
respect
respectable
____
____

respectful
respective
retrospect
spectacle
spectacular
____
____

spectator
specter
spectrum
specimen
suspect
____
____

e. Related to Latin verbs pendere 'to hang, to suspend,' pendens 'hanging, suspending,' pensus 'hung, suspended' and pendere 'to weigh, pay' and the Latin noun pondus, ponderis 'weight':

appendix
compensate
depend
dispense
expend
impend
imponderable
pendant
pendent
pending
pendulum
perpendicular
ponder
ponderous
preponderant
propensity
spend
stipend
suspend
suspense

f. Related to Greek and Latin nouns genea and genus 'breed, class, kind' and to the Latin verbs genere, genitus or generare, generatus 'to be born, to produce':

congenital
engender
gender
gene
genealogy
generate
generic
generosity
genetics
genitive
genius
genre
genuine
genus
homogeneous
indigenous
ingenuity
primogeniture
progenitor
progeny

2. Note the spelling pattern of the following Latin verbs and the English words which come from them. This pattern accounts for why we can have three different English words with slightly different spellings but all coming from the same Latin word.

Meaning	Latin to form	English word	Latin -ing form	English word	Latin -ed form	English word
'to place'	ponere	postpone	ponens	proponent	positus	deposit
'to stretch'	tendere	tender	tendens	tendency	tensus	tension
'to sit'	se(i)dere	reside	se(i)dens	sedentary	sessus	session
'to hang'	pendere	suspend	pendens	pendent	pensus	suspense

Suffixes -- Part Three: Word Roots and Stems, Base Forms

1. Can you identify the base forms common to the following groups of related words?

a. manacle
manage
maneuver
manicure
manipulation
manual
manufacture
manuscript

Answer: ____________

b. immediate
intermediate
medieval
median
mediate
mediocre
mediterranean
medium

Answer: ____________

c. commotion
demote
emotion
motion
motive
motor
promote
remote

Answer: ________________

d. denomination
ignominious
misnomer
nomenclature
nominal
nominate
nominee
pronominal

Answer: ________________

e. biped
expedition
impede
impediment
pedal
pedestal
pedestrian
pedigree

Answer: ________________

2. Can you identify the base forms common to the following groups and give additional examples related in form and meaning? You may use prefixed and suffixed forms.

a. activate
actress
actual
actuary
enact
exact
react
transact

Answer: ________________

__________ __________ __________ __________
__________ __________ __________ __________

b. abduct
deduce
deduct
duct
induce
induct
introduction
produce

Answer: ________________, ________________

__________ __________ __________ __________
__________ __________ __________ __________

c. admit
admission
committee
dismiss
intermittent
missionary
premise
transmit

Answer: ________________, ________________

__________ __________ __________ __________
__________ __________ __________ __________

d. compartment
depart
impartial
partake
participate
partisan
partition
party

Answer: ________________

__________ __________ __________ __________
__________ __________ __________ __________

e. compress
depress
express
impress
oppress
pressure
repress
suppress

Answer: ________________

__________ __________ __________ __________
__________ __________ __________ __________

f. ascribe
circumscribe
inscription
postscript
prescription
scribe
Scripture
transcribe
Answer: ________________

g. consensus
presentiment
sensation
sensible
sensory
sentence
sentimental
sentinel
Answer: ________________, ______________

h. envisage
provide
providence
revise
supervise
visage
vision
visual
Answer: ________________, ______________

i. abdicate
contradict
dictate
diction
edict
indicate
predict
verdict
Answer: ________________, ______________

j. aspire
conspiracy
expire
inspiration
perspire
respiration
spirit
transpire
Answer: ________________

Suffixes -- Part Four: Word Roots and Stems, Base Meanings

1. For how many base words of the following groups can you 'guess' a meaning?

a. antecedent, intercede, precedent, recession
Meaning ________________________________

b. course, concourse, discourse, recourse
Meaning ________________________________

c. current, concurrent, occurence, recurrent
Meaning ________________________________

d. fuse, confuse, diffuse, transfuse
Meaning ________________________________

e. grade, degrade (disgression), retrograde (retrogression), progression
Meaning ________________________________

f. habit, habitant, exhibit, prohibit
Meaning____

g. join, adjoin (adjunct), conjoin (conjunction), junction
Meaning____

h. mental, demented, mention, memento
Meaning____

i. monitor, admonish, premonition, monument
Meaning____

j. solve, solution, solvent, resolution
Meaning____

k. nerve, enervate, neurotic, neuralgia
Meaning____

l. novel, novice, innovate, renovate
Meaning____

m. porter, portfolio, deport, reporter
Meaning____

n. apprehend, prehensile, comprehend, reprehensible
Meaning____

o. pulse, compel (compulsion), expel (expulsion), impulse
Meaning____

p. quart, quarter, quadrant, quadrangle
Meaning____

q. roll, control, rotate, rotund
Meaning____

r. sacrament, sacrilege, saint, consecrate
Meaning____

s. sequence, consequence, subsequent, sequel
Meaning____

t. consecutive, executive, prosecute, persecute
Meaning____

u. sparse, aspersion, disperse, intersperse
Meaning____

v. tact, tangent, contact, contagion
Meaning____

w. vacate, evacuate, vacuum, vacation
Meaning____

x. various, variation, variety, prevaricate
Meaning____

y. value, valiant, valid, equivalent
Meaning____

z. via, deviate, obviate, viaduct
Meaning____

aa. vivacious, vital, convivial, vitamin
Meaning____

bb. vocal, voice, advocate, invocation
Meaning____

2. Can you 'guess' the meaning of the base and give other examples similar in form and meaning to the following groups. Use as few prefixed and suffixed forms as possible.

a.

cognate	naive	nature	prenatal
impregnate	nativity	pregnant	renaissance

The base meaning____as in --

((innate))	((nation))	((native))	((natural))

b.

accommodate	mode	moderate	modicum
commodius	model	modern	modulate

The base meaning____as in --

((moderator))	((modest))	((modify))	((modish))

c.

commensurate	immense	meter	perimeter
dimension	measure	metric	symmetry

The base meaning____as in --

((diameter))	((menstrual))	((speedometer))	((trigonometry))

d.

magnanimous	magnify	majesty	maxim
magnificence	magnitude	major	maximum

The base meaning____as in --

((magistrate))	((magnate))	((master))	((mayor))

e.

explain	plat	plateau	platitude
plain	plate	platform	platypus

The base meaning____as in --

((aeroplane))	((plan))	((plane))	((platter))

f.

complicate	explicate	multiply	pliers
duplicate	implicate	pleat	ply

The base meaning as in --

((application))	((plait))	((pliant))	((multiply))

g. expunge pugilist punch pungent
impugn pugnacious puncture repugnant
The base meaning ____________________ as in --
((compunction)) ((pug)) ((punctual)) ((punctuate))

h. correct interregnum regent regulate
direct rectify regime ruler
The base meaning ____________________ as in --
((erect)) ((rector)) ((region)) ((regicide))

i. assign insignia signal signet
design sign signature signify
The base meaning ____________________ as in --
((assignment)) ((designate)) ((ensign)) ((significant))

j. assemble dissemble simile simultaneous
assimilate dissimilar simulate verisimilitude
The base meaning ____________________ as in --
((resemble)) ((semblance)) ((similar)) ((similitude))

k. abstract retract traction trail
contract trace tractor trait
The base meaning ____________________ as in --
((attract)) ((portrait)) ((tract)) ((train))

l. convolution evolve revolt revolve
evolution involve revolution revolver
The base meaning ____________________ as in --
((vault)) ((volt)) ((volume)) ((voluminous))

3. Can you give any other examples of words whose base is not a recognizable English word but whose meaning appears to be common to others of a group?

a. The base meaning ____________________ as in --
__________ __________ __________ __________

b. The base meaning ____________________ as in --
__________ __________ __________ __________

c. The base meaning ____________________ as in --
__________ __________ __________ __________

d. The base meaning ____________________ as in --
__________ __________ __________ __________

e. The base meaning ____________________ as in --
__________ __________ __________ __________

f. The base meaning ____________________ as in --
__________ __________ __________ __________

Sample Exercises -- Suffixes, Unit II: Noun Suffixes

Noun Suffixes -- Part One: Suffixes Signifying Do-er or Be-er

1. The following suffixes modify or change the meanings of a base word by indicating the 'do-er or be-er' of the particular base to which they are attached. Can you give other examples similar to...

   a. -ant (-ent)
   defendant, inhabitant, superintendent, student
   ____________ ____________ ____________ ____________
   ____________ ____________ ____________ ____________

   b. -er (-ier, -eer, -yer, -or, -ore, -ar, -air, -aire, -ary)
   employer, cashier, engineer, lawyer, actor
   commodore, scholar, corsair, millionaire, secretary
   ____________ ____________ ____________ ____________
   ____________ ____________ ____________ ____________
   ____________ ____________ ____________ ____________

   c. -ian (-an)
   Christian, beautician, disciplinarian, republican
   ____________ ____________ ____________ ____________
   ____________ ____________ ____________ ____________

   d. -ist (-ast)
   realist, violinist, publicist, enthusiast
   ____________ ____________ ____________ ____________
   ____________ ____________ ____________ ____________

   e. -ive
   detective, corrective, additive, abrasive
   ____________ ____________ ____________ ____________
   ____________ ____________ ____________ ____________

2. In contrast to the above suffixes, what does the suffix -ee indicate when attached to a word?
   employee, nominee, lessee, grantee
   Answer: ((The suffix -ee indicates 'receiver' of the action.))*

Noun Suffixes -- Part Two: Suffixes Signifying Generalized, Collective Existence

The following suffixes modify or change the meanings of a base word by indicating the 'generalized existence or collective presence' of the particular words to which they are attached. Can you give other examples similar to...

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

Noun Suffixes

a. -age
bondage, mileage, shrinkage, tonnage

b. -al
arrival, refusal, approval, denial

c. -ance, (-ence, -ience, -ancy, -ency, -iency, -acy)
resistance, difference, dependence, expedience
occupancy, dependency, expediency, accuracy

d. -dom
freedom, kingdom, Christendom, wisdom

e. -ery (-ry)
archery, finery, dentistry, pleasantry

f. -hood
boyhood, brotherhood, falsehood, hardihood

g. -ic (-ics)
music, logic, athletics, linguistics

h. -ine
medicine, routine, discipline, famine

i. -ing (-ings)
bedding, writing, earnings, philosophizing

j. -ion (-cion, -sion, -tion)
action, completion, expedition, resolution
suspicion, compulsion, consideration, sterilization

k. -ism (-ysm, -asm)
heroism, materialism, Communism, enthusiasm

Noun Suffixes

l. -ity (-ety, -ty)
solidity, timidity, regularity, ability
vulnerability, possibility, solubility, nobility
verbosity, felicity, ferocity, tenacity
homogeneity, propriety, satiety

__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________

m. -ment
government, amazement, arrangement, judgment

__________ __________ __________ __________
__________ __________ __________ __________

n. -ness
darkness, sickness, kindness, preparedness

__________ __________ __________ __________
__________ __________ __________ __________

o. -osis
varicosis, silicosis, tuberculosis, neurosis

__________ __________ __________ __________
__________ __________ __________ __________

p. -ship
friendship, hardship, township. statesmanship

__________ __________ __________ __________
__________ __________ __________ __________

q. -th
warmth, strength, growth, length

__________ __________ __________ __________
__________ __________ __________ __________

r. -ure (-ature)
pressure, exposure, signature, legislature

__________ __________ __________ __________
__________ __________ __________ __________

s. -y
jealousy, inquiry, prudery, carpentry

__________ __________ __________ __________
__________ __________ __________ __________

Noun Suffixes -- Part Three: Miscellaneous Significations

1. The following suffixes indicate what two modifications of the base word ((small)) and/or ((inferior)) ? Can you give other examples similar to...

   a. -ard (-art)
   drunkard, dullard, sluggard, braggart
   ______ ______ ______ ______

   b. -erel (-rel)
   doggerel, dotterel, scoundrel, wastrel
   ______ ______ ______ ______

   c. -ette (-let, -et)
   cigarette, leatherette, bracelet, islet
   ______ ______ ______ ______

   d. -ling
   duckling, gosling, hireling, underling
   ______ ______ ______ ______

   e. -ster
   gangster, prankster, rhymester, dobster
   ______ ______ ______ ______

   f. -ule (-cle)
   globule, cellule, molecule, particle
   ______ ______ ______ ______

   g. -y (-ey, -ie)
   Billy, doggy, monkey, birdie
   ______ ______ ______ ______

2. The following suffixes indicate what meaning in common: ((place for the action or thing meant by the base word)) ? Can you give other examples similar to...

   a. -age
   anchorage, orphanage, parsonage, hermitage
   ______ ______ ______ ______

   b. -arium (-orium)
   herbarium, solarium, crematorium, auditorium
   ______ ______ ______ ______

3. The following suffixes indicate what meaning in common: ((a person from the place or time of the base word)) ? Can you give other examples similar to...

a. -an
American, Texan, Elizabethan, Californian
________ ________ ________ ________

b. -er
Londoner, Southerner, prisoner, islander
________ ________ ________ ________

c. -ese
Japanese, Chinese, Siamese, Bengalese
________ ________ ________ ________

d. -ish (-ch)
British, Finnish, Scottish, Scotch
________ ________ ________ ________

e. -ite, (-ote)
Denverite, Israelite, Canaanite, Cypriote
________ ________ ________ ________

Noun Suffixes -- Part Four: Number and Gender Suffixes

1. A variety of suffixes indicate that the base noun is plural (more than one).

a. In English the usual suffix to indicate a plural noun is -s:
boy > boys   girl > girls

b. To pronounce or hear an -s sound directly after words ending in ch, sh, s, x, and z is very difficult -- try it. Therefore, following these few sounds the plural noun suffix -s is sounded and spelled -es. Can you give two more examples of each?

church > churches ________ - ________
________ - ________

bush > bushes ________ - ________
________ - ________

gas > gases ________ - ________
________ - ________

mass > masses ________ - ________
________ - ________

tax > taxes ________ - ________
________ - ________

waltz > waltzes ________ - ________
________ - ________

c. Nouns ending in y preceded by a consonant (or qu) are pluralized by changing y to i and adding -es. Can you give four more examples?

city > cities ________ - ________
________ - ________
________ - ________
________ - ________

d. Can you pluralize the following sentences -- that is, change the subject noun to the plural and also make any necessary changes in the verb so that the subject and verb agree in number?

Example: His dog is vicious.
Subject dogs Verb are

(1) The horse was badly burned.
Subject ______ Verb ______

(2) The notch in his gun makes one wonder.
Subject ______ Verb ______

(3) Where is the dish?
Subject ______ Verb ______

(4) The bus stops at every other corner.
Subject ______ Verb ______

(5) Jones knows better.
Subject (the) ______ Verb ______

(6) There was no class.
Verb ______ Subject ______

(7) The box has been opened.
Subject ______ Verb ______

(8) The primitive adz was made of stone.
Subject ______ Verb ______

(9) The quiz took all morning.
Subject ______ Verb ______

(10) Last on the program came the gypsy.
Verb ______ Subject ______

e. Some words which are now part of our English vocabulary are still pluralized in the manner of their Greek, Latin, French, Italian, Hebrew, etc. origins. Can you figure out the various suffix changes being used to indicate the following plurals in these other languages?

(1) Greek and Latin

alga > algae
alumna > alumnae
nebula > nebulae
suffix change = -____ > -____

agendum > agenda
datum > data
suffix change = -____ > -____

criterion > criteria
phenomenon > phenomena
suffix change = -____ > -____

appendix > appendices
index > indices
suffix change = -____ > -____

analysis > analyses
axis > axes
basis > bases
crisis > crises
ellipsis > ellipses
hypothesis > hypotheses
parenthesis > parentheses
thesis > theses
suffix change = -____ > -____

alumnus > alumni
bacillus > bacilli
cactus > cacti
radius > radii
stimulus > stimuli
suffix change = -____ > -____

(2) French
beau > beaux
madame > mesdames
monsieur > messieurs

(3) Italian
libretto > libretti
monsignor > monsignori
tempo > tempi

(4) Miscellaneous
cherub > cherubim (Hebrew)
señor > señores (Spanish)
fellah > fellahin (Arabic)

f. In the following sentences, can you spell correctly the appropriate singular or plural form of the word indicated?

(1) stimulus/stimuli: Our actions are usually motivated not by a single ______________ but by a combination of ______________.

(2) criterion/criteria: He proposes only one ______________ for the politician -- honesty; and two ______________ for the statesman -- honesty and intelligence.

(3) phenomenon/phenomena: The ______________ which the space traveller will encounter are for the most part a mystery. Nobody has adequately explained the ______________ of gravity.

(4) crisis/crises: His life has been one ______________ after another.

(5) axis/axes, radius/radii: The artist experimented with patterns of ______________ and ______________ and entitled his painting 'Outer Space.'

Noun Suffixes -- Number and Gender

2. A few words in English still retain their Latin or French suffixes indicating masculine or feminine gender. Can you figure out the suffix system being used to indicate gender in the following examples?

Latin

Masculine		Feminine	
Singular	Plural	Singular	Plural
alumnus	alumni	alumna	alumnae
radius	radii	formula	formulae

French

Masculine	Feminine
blond	blonde
fiancé	fiancée
farmer	farmerette
usher	usherette
hero	heroine
Joseph	Josephine
actor	actress
count	countess
heir	heiress
host	hostess

a. French suffixes of gender still meaningful in English are...

-_____ -_____ -_____ -_____

b. Can you give other examples?

__________ __________ __________ __________

__________ __________ __________ __________

__________ __________ __________ __________

__________ __________ __________ __________

c. In the following sentences can you spell correctly the appropriate masculine or feminine form of the word indicated?

(1) alumni/alumnae:
The _______________ of Colorado Women's College are having a reunion.
The _______________ of West Point are having a reunion.
The _______________ of Colorado State College are having a reunion.

(2) blond/blonde: Do _______________ really have more fun than brunettes?

(3) fiancé/fiancée: Jim's mother doesn't approve of his _______________.

(4) actor/actress: I wonder if Grace Kelly finds it more exciting to be a princess than an _______________.

d. To match the nouns and the pronouns (he, she) correctly in the following sentences, what rule of gender agreement applies to our language?

(1) alumnus/alumna, he/she
______________ is an __________________ of Colorado Women's College.
______________ is an __________________ of West Point.

(2) hero/heroine, he/she
______________ is a __________________ in his mother's eyes.
______________ is a __________________ in her son's eyes.

(3) host/hostess, he/she
______________ is referred to as the __________________ with the mostest.

Answer: Masculine nouns are referred to by __________________ pronouns.
Feminine nouns are referred to by __________________ pronouns.

Sample Exercises -- Suffixes, Unit III: Modifier Suffixes

1. The following suffixes modify or change the meanings of base words by indicating 'resemblance to or tending toward' the particular bases to which they are attached. Can you give other examples similar to...

   a. -al
   normal, choral, judicial, gradual
   economical, poetical, maniacal, instrumental

   b. -ar (-ular)
   polar, regular, muscular, spectacular

   c. -ble, (-able, -ible, -uble)
   noble, perishable, horrible, soluble

   d. -ed (-en, -n, -t)
   bearded, drunken, blown, burnt

   e. -en, (-n, -ine)
   wooden, golden, silvern, crystalline

   f. -ent (-ant)
   different, consistent, pestilent, fraudulent
   expedient, effervescent, ascendant, defiant

   g. -ian (-an, -ane)
   Christian, grecian, republican, humane

   h. -ic (-iac)
   angelic, dramatic, pathetic, neurotic
   scholastic, domestic, characteristic, demoniac

Modifier Suffixes

i. -ile (-il)
agile, fragile, virile, civil

________ ________ ________ ________
________ ________ ________ ________

j. -ing
falling, flying, losing, cauterizing

________ ________ ________ ________
________ ________ ________ ________

k. -ish (-esque)
boyish, selfish, bookish, picturesque

________ ________ ________ ________
________ ________ ________ ________

l. -ive
active, talkative, definitive, diminutive

________ ________ ________ ________
________ ________ ________ ________

m. -ly
manly, friendly, hourly, daily

________ ________ ________ ________
________ ________ ________ ________

n. -ous (-ose)
joyous, nervous, wondrous, glorious
gracious, igneous, herbaceous, instantaneous
sagacious, gregarious, flirtatious, victorious
fictitious, parsimonious, fatuous, verbose

________ ________ ________ ________
________ ________ ________ ________
________ ________ ________ ________

o. -some
quarrelsome, awesome, troublesome, tiresome

________ ________ ________ ________
________ ________ ________ ________

p. -te (-ate, -ete, -ite, -ute)
affectionate, complete, opposite, absolute

________ ________ ________ ________
________ ________ ________ ________

q. -y (-ey, -ary, -ory)
dirty, dusty, dreamy, sleepy
chilly, chatty, stony, juicy
clayey, honorary, momentary, visionary
prohibitory, regulatory, sensory, illusory

__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________

2. The following suffixes indicate what general modification?

Answer: ((Location in space or time.))*

a. -an, -ern, -erly, -ese, -ish, -ch, -ite, -ote
Texan, American, Roman, Virginian
northern, southern, eastern, western
northerly, southerly, easterly, westerly
Chinese, Vietnamese, Senegalese, Congolese
Danish, Polish, Finnish, Scottish
Scotch, Welch, Dutch, French
Denverite, Israelite, Cypriote, Cypriot

b. -ward (-wards)
seaward, leeward, homeward, backward(s)

3. The following suffixes indicate what general modification?

Answer: ((Number, amount or order.))

a. -ple (-ble)
duple, double, triple, treble

b. -th (-eth)
sixth, fifth, twentieth, thirtieth

c. -ty (What would you 'guess' -ty meant? ((Tens)))
forty, fifty, sixty, seventy

4. The following suffixes indicate what general modification?

Answer: ((Degree))

a. -er
faster, better, sooner, later

b. -est (-st)
fastest, best, soonest, latest

---

* Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

c. -ish
coldish, warmish, oldish, fortyish

d. The modification of modifiers in terms of degree is indicated in two ways -- by the addition of the suffixes -er and -est or by the addition of a modifying word such as more or most. Put a check beside any of the following words which can not be modified by -er or -est and determine what most of these checked words have in common.

__ cold
__ hard
__ kind
__ large
__ new
__ rare
__ rude
__ shy
__ wise

__ frigid
__ difficult
__ considerate
__ enormous
__ modern
__ unusual
__ insolent
__ bashful
__ intelligent

__ strong
__ true
__ wild
__ calm
__ low
__ small
__ smart
__ real
__ right

__ powerful
__ accurate
__ violent
__ quiet
__ shallow
__ tiny
__ clever
__ correct
__ genuine

e. Judging by the examples above, what seems to be the general rule about indicating the degree of a modifier by adding -er or -est?

Answer: ((Most modifiers of one syllable can be suffixed by -er or -est; most modifiers of more than one syllable cannot be suffixed by -er or -est.))

5. The customary adverbial modifications of ((time)), ((place)), and ((manner)) are often, though not always, indicated by the following suffixes:

a. -ly
badly, quickly, slowly, beautifully

b. -s
days, nights, Sundays, afternoons

c. -wards
homewards, backwards, upwards, downwards

d. -ways, -wise
edgeways, edgewise, sideways, sidewise

Sample Exercises -- Suffixes, Unit IV: Verb Suffixes

Verb Suffixes -- Part One: Causation, Continuation

1. The general modification indicated by the following suffixes is 'to do, to be, to cause' that meaning specified by the base word. Can you give other examples similar to...

   a. -ate (-ete)
   assassinate, activate, calibrate, secrete
   ____________ ____________ ____________ ____________
   ____________ ____________ ____________ ____________

   b. -en
   darken, moisten, strengthen, frighten
   ____________ ____________ ____________ ____________
   ____________ ____________ ____________ ____________

   c. -ify (-efy)
   simplify, intensify, beautify, liquefy
   ____________ ____________ ____________ ____________
   ____________ ____________ ____________ ____________

   d. -ize, (-ise)
   civilize, legalize, patronize, advertise
   ____________ ____________ ____________ ____________
   ____________ ____________ ____________ ____________

2. The general modification indicated by the following suffixes is the 'beginning or continuation' of the action specified by the base word. Can you give other examples similar to...

   a. -er
   batter, sputter, flitter, quaver
   ____________ ____________ ____________ ____________
   ____________ ____________ ____________ ____________

   b. -ish
   finish, punish, perish, nourish
   ____________ ____________ ____________ ____________
   ____________ ____________ ____________ ____________

   c. -le, (-l)
   crumble, sparkle, whirl, kneel
   ____________ ____________ ____________ ____________
   ____________ ____________ ____________ ____________

Verb Suffixes -- Part Two: Time-Tense

1. The past times of the vast majority of verbs (regular verbs) are indicated by adding the suffix -ed (or its variations -d, and -t).

ask > he asked - he has (had) asked
try > he tried - he has (had) tried
rake > he raked - he has (had) raked
burn > it burned(t) - it has (had) burned(t)

2. The past times of some types of irregular verbs are indicated by an infix change alone without the addition of -ed:

drink > he drank - he has (had) drunk
swim > he swam - he has (had) swum
run > he ran - he has (had) run
come > he came - he has (had) come
dig > he dug - he has (had) dug
hang > he hung - he has (had) hung
strike > he struck - he has (had) struck
swing > he swung - he has (had) swung
feed > he fed - he has (had) fed
read > he read - he has (had) read
find > he found - he has (had) found
fight > he fought - he has (had) fought
hold > he held - he has (had) held
shine > it shone - it has (had) shone
shoot > he shot - he has (had) shot
sit > he sat - he has (had) sat
slide > he slid - he has (had) slid
stand > he stood - he has (had) stood

Can you insert and spell properly appropriate verb forms from the above list?

(1) When he noticed that his brother had ________________ too far from shore, he ________________ to get a lifeguard.
(2) The sheriff had ________________ his ground and ________________ it out with the outlaws.
(3) The pinch hitter ________________ in his spikes, ________________ all his might at the next pitch, and ________________ out.
(4) The catcher ________________ onto the ball as the runner ________________ for the plate.
(5) The sun ________________ dimly through the thick smog which ________________ over the city.
(6) He ________________ a good book and ________________ it.
(7) The dog ________________ and ________________ at his feet.
(8) The prisoners had lost all sense of decency and ________________ over their food whenever they were ________________.

3. The past times of other types of irregular verbs are indicated by both an infix change and the addition of the suffixes...

-d: sell > he sold - he has (had) sold
-t: catch > he caught - he has (had) caught
feel > he felt - he has (had) felt
teach > he taught - he has (had) taught
buy > he bought - he has (had) bought
bring > he brought - he has (had) brought
-en: forsake > he forsook - he has (had) forsaken
fall > he fell - he has (had) fallen
forbid > he forbade - he has (had) forbidden
give > he gave - he has (had) given
drive > he drove - he has (had) driven
break > he broke - he has (had) broken
speak > he spoke - he has (had) spoken
get > he got - he has (had) gotten
tread > he trod - he has (had) trodden
choose > he chose - he has (had) chosen
swell > it swelled - it has (had) swollen
-n(e): slay > he slew - he has (had) slain
draw > he drew - he has (had) drawn
see > he saw - he has (had) seen
go > he went - he has (had) gone
blow > he blew - he has (had) blown
tear > he tore - he has (had) torn
bear > he bore - he has (had) borne
lie > he lay - he has (had) lain
fly > he flew - he has (had) flown

In the following sentences can you explain what happens to the meaning when you change the verbs from their simple past forms to their had forms or from their had forms to their simple past forms?

Example:

He sold (had sold) his station wagon and bought (had bought) a compact.

After the lawyer had spoken to the prisoner, he chose (had chosen) not to defend him.

(1) He felt ________________ tired and lay ________________ down for a rest.
(2) He had driven ________________ to the airport and had seen ________________ the President's arrival.
(3) He had fallen ________________ into a crevasse and had broken ________________ his back.
(4) After the posse had caught the murderers, they brought ________________ them back to town.
(5) He went ________________ into the Peace Corps and taught ________________ school in Tanganyika.
(6) St. Patrick trod ________________ on the snake and slew ________________ it.
(7) His father gave ________________ him a generous allowance but forbade ________________ that he spend more than half of it.

(8) The castaways had gotten ________________ weaker and weaker and had forsaken ________________ all hopes of rescue.

(9) The sail blew ________________ against the broken spar and tore ________________.

(10) He had drawn ________________ all his money out of the bank and had flown ________________ to South America.

Answer: ((The simple past forms indicate only the completion of past events; the _had_ forms emphasize the completion of one past event before another expressed or understood past event.))*

4. The past times of a few types of irregular verbs are indicated by neither an infix change nor the addition of a suffix:

shut > he shut - he has (had) shut
quit > he quit - he has (had) quit
spread > he spread - he has (had) spread

Verb Suffixes -- Part Three: Person-Number

1. Can you put the following pronouns and nouns in front of each verb which they could precede in a sentence? Can you then determine which pronouns and nouns the verb follows when it ends in the suffix _-s_?

I, you, he, she, it, we, you, they, the teacher, the teachers

____
____
________________ look
____
____
____

____
____
________________ try
____
____
____

____
____
________________ waste
____
____
____

________________ look_s_
____
____
____

________________ trie_s_
____
____
____

________________ waste_s_
____
____
____

Answer: ((Verbs ending in the suffix _-s_ follow the pronouns _he_, _she_, or _it_ and any noun for which _he_, _she_, or _it_ can be subsituted.))

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

Verb Suffixes -- Person-Number

2. In those cases when the -s sound would be difficult to pronounce or to hear after verbs ending in ch, sh, s, x, or z, this he-she-it verb suffix is sounded and spelled -es:

search > he searches
blush > she blushes
pass > it passes
fix > it fixes
waltz > he waltzes

Can you write a series of sentences in which you spell correctly the -s, -es, or simple form of the verb preceded by the following pronouns?

Example:
I] want [I want an answer.
he] [He wants a vacation.
we] fly [We fly a Piper Cub.
they] [They fly a Bonanza.

(1) I] cry [____________________
he] [____________________

(2) he] rush [____________________
we] [____________________

(3) we] taste [____________________
they] [____________________

(4) it] miss [____________________
you] [____________________

(5) you] quiz [____________________
she] [____________________

(6) he] seem [____________________
it] [____________________

(7) they] mix [____________________
it] [____________________

(8) she] watch [____________________
you] [____________________

Sample Exercises -- Suffixes, Unit V: Exclusive Noun, Modifier, and Verb Suffixes

Exclusive Suffixes -- Part One: Noun Suffixes

The following suffixes can be considered to be exclusively noun suffixes. That is, these suffixes do not appear on modifiers or verbs unless the word is used in some specialized way not typical of its usual use. Can you give other examples similar to...

a. -acy
accuracy, aristocracy, delicacy, democracy
diplomacy, fallacy, lunacy, privacy
__________ __________ __________ __________
__________ __________ __________ __________

b. -age
breakage, coinage, mileage, pilgrimage
postage, shrinkage, stoppage, tonnage
anchorage, hermitage, orphanage, parsonage
__________ __________ __________ __________
__________ __________ __________ __________

c. -ance, -ence (-ancy, -ency)
assistance, attendance, endurance, resistance
independence, subsistence, superintendence, violence
ascendancy, buoyancy, occupancy, pliancy
consistency, dependency, emergency, urgency
__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________

d. -ard, (-art)
drunkard, dullard, sluggard, braggart
__________ __________ __________ __________

e. -arium (-orium)
aquarium, solarium, auditorium, crematorium
__________ __________ __________ __________

f. -dom
Christendom, freedom, kingdom, wisdom
__________ __________ __________ __________

g. -erel (-rel)
doggerel, dotterel, pickerel, scoundrel
__________ __________ __________ __________

Exclusive Suffixes -- Nouns

h. -ery (-ry)
archery, drudgery, slavery, witchery
bigotry, masonry, pleasantry, rivalry

i. -ess
countess, goddess, lioness, princess

j. -ette (-let, -et)
cigarette, farmerette, leatherette, usherette
bracelet, leaflet, islet, midget

k. -hood
brotherhood, falsehood, knighthood, manhood

l. -ics
athletics, heroics, linguistics, politics

m. -ings
earnings, makings, sweepings, writings

n. -ion (-ation)
action, connection, distortion, reflection
allusion, compulsion, fusion, tension
alteration, botheration, commendation, consideration
discoloration, flirtation, relaxation, temptation

o. -ism
alcoholism, Catholicism, despotism, heroism
idealism, materialism, realism, truism

p. -ist
atheist, Communist, dramatist, machinist
realist, socialist, theorist, violinist

Exclusive Suffixes -- Nouns

q. -ity
calamity, civility, jollity, scarcity
popularity, regularity, singularity, vulgarity
tenacity, felicity, ferocity, verbosity
arability, nobility, possibility, solubility

r. -ment
amazement, arrangement, attachment, fragment
government, judgment, nutriment, refreshment

s. -ness
baldness, forgetfulness, goodness, greatness
preparedness, thoughtfulness, silliness, strangeness

t. -or
actor, creditor, elevator, emperor
juror, survivor, tailor, tractor

u. -osis
neurosis, silicosis, sclerosis, tuberculosis

v. -ship
fellowship, hardship, seamanship, statesmanship

w. -ster
gangster, prankster, trickster, youngster

x. -ule (-cle)
cellule, globule, carbuncle, cuticle

y. -ure
censure, composure, exposure, pressure
creature, legislature, armature, signature

Exclusive Suffixes -- Part Two: Modifier Suffixes

The following suffixes can be considered to be exclusively modifier suffixes. That is, these suffixes do not appear on nouns or verbs unless the word is used in some specialized way not typical of its usual use. Can you give other examples similar to...

a. -able (-ible, -uble)
objectionable, peaceable, perishable, teachable
horrible, perceptible, reducible, soluble

__________ __________ __________ __________
__________ __________ __________ __________

b. -ile
agile, ductile, fragile, gentile
juvenile, versatile, virile, volatile

__________ __________ __________ __________
__________ __________ __________ __________

c. -ly
fatherly, deadly, lowly, saintly
badly, finally, partly, slowly

__________ __________ __________ __________
__________ __________ __________ __________

d. -ous (-ose)
joyous, momentous, mountainous, nervous
thunderous, tumultous, vaporous, wondrous
glorious, polygamous, victorious, fallacious
contemporaneous, igneous, instantaneous, simultaneous
ambitious, cautious, fictitious, religious
audacious, ferocious, sagacious, tenacious
gregarious, nefarious, precarious, vicarious
ambiguous, continuous, fatuous, impetuous
credulous, fabulous, populous, tremulous
cellulose, jocose, morose, verbose

__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________

e. -ular
insular, muscular, nebular, spectacular

__________ __________ __________ __________

f. -ward(s)
backward(s), homeward(s), leeward, seaward

__________ __________ __________ __________

Exclusive Suffixes -- Part Three: Verb Suffixes

The following suffixes can be considered to be exclusively verb suffixes. That is, these suffixes do not appear on nouns or modifiers unless the word is used in some specialized way not typical of its usual use. Can you give other examples similar to...

a. -ify
beautify, intensify, pacify, simplify
__________ __________ __________ __________

b. -ize
botanize, civilize, crystallize, economize
legalize, mobilize, patronize, tyrannize
__________ __________ __________ __________
__________ __________ __________ __________

Sample Exercises -- Suffixes, Unit VI: Suffix Shifts

Suffix Conversions -- Part One: Verbs to Nouns

1. On the vocabulary level certain suffixes change nouns to modifiers, or modifiers to nouns; modifiers to verbs, or verbs to modifiers; verbs to nouns, or nouns to verbs -- all subject to further possible but infrequent changes of function at the sentence level.

2. The following suffixes change verbs to nouns. Can you give other examples similar to...

VERBS ------> NOUNS

a. -age
cleavage, shrinkage, spoilage, stoppage

b. -al
betrayal, proposal, recital, trial

c. -ance, -ence, -(en)se, -ency
assistance, defiance, endurance, resistance
dependence, difference, emergence, subsistence
defense, offense, pretense, suspense
consistency, dependency, emergency, urgency

d. -ant
defendant, informant, inhabitant, servant

e. -ee
employee, grantee, lessee, payee

f. -er, -or
computer, employer, interpreter, player
actor, distributor, refractor, survivor

g. -ing, (-ings)
dancing, fishing, hunting, washing
earnings, makings, sweepings, writings

h. -ion(-ation)
action, connection, distortion, reflection
alteration, commendation, flirtation, relaxation
__________ __________ __________ __________
__________ __________ __________ __________

i. -ism, -ist (compare verbs in -ize)
baptism, criticism, hypnotism, ostracism
apologist, dramatist, plagiarist, theorist
__________ __________ __________ __________
__________ __________ __________ __________

j. -ive
additive, detective, directive, sedative
__________ __________ __________ __________

k. -ment
amazement, attachment, government, judgment
__________ __________ __________ __________

l. -ory (-atory)
depository, directory, conservatory, observatory
__________ __________ __________ __________

m. -ure
composure, exposure, legislature, pressure
__________ __________ __________ __________

n. -y
injury, inquiry, mastery, perjury
__________ __________ __________ __________

Suffix Conversion -- Part Two: Modifiers to Nouns

The following suffixes change modifiers to nouns. Can you give other examples similar to...

MODIFIERS ------> NOUNS

a. -(an)ce, -(an)cy, -cy
brilliance, clearance, distance, elegance
constancy, flagrancy, militancy, vacancy
accuracy, bankruptcy, normalcy, secrecy
__________ __________ __________ __________
__________ __________ __________ __________

b. -ism
ratioualism, realism, socialism, truism
__________ __________ __________ __________

c. -ist
purist, rationalist, realist, socialist

d. -ity
civility, scarcity, popularity, vulgarity
tenacity, ferocity, arability, possibility

e. -ness
darkness, illness, kindness, preparedness

f. -th
depth, length, strength, width

Suffix Conversions -- Part Three: Nouns to Modifiers

The following suffixes change nouns to modifiers. Can you give other examples similar to...

NOUNS -----> MODIFIERS

a. -al
instrumental, musical, normal, rhetorical

b. -ate
affectionate, collegiate, compassionate, fortunate

c. -ed
bearded, honeyed, moneyed, wooded

d. -en
ashen, earthen, golden, wooden

e. -ese
Japanese, Senegalese, Siamese, Vietnamese

f. -esque
arabesque, picturesque, Romanesque, statuesque

g. -ian (-arian)
Bostonian, Christian, plebeian, reptilian
authoritarian, humanitarian, sectarian, utilitarian

__________ __________ __________ __________
__________ __________ __________ __________

h. -ic (-tic)
demonic, Homeric, metallic, poetic
aquatic, asthmatic, dramatic, genetic

__________ __________ __________ __________
__________ __________ __________ __________

i. -ish
boyish, fiendish, mulish, selfish

__________ __________ __________ __________

j. -ly
fatherly, brotherly, kingly, saintly
hourly, monthly, nightly, yearly

__________ __________ __________ __________
__________ __________ __________ __________

k. -ous
joyous, mountainous, thunderous, vaporous
ambitious, religious, glorious, victorious

__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________

l. -(ul)ar
cellular, molecular, muscular, spectacular

__________ __________ __________ __________

m. -ward(s)
leeward, windward, homeward(s), skyward(s)

__________ __________ __________ __________

n. -y (-ary)
dirty, noisy, rocky, stony
fragmentary, honorary, momentary, visionary

__________ __________ __________ __________
__________ __________ __________ __________

Suffix Conversions -- Part Four: Verbs to Modifiers

The following suffixes change verbs to modifiers. Can you give other examples similar to...

VERBS ------> MODIFIERS

Suffix Conversions

a. -able, -ible
desirable, obtainable, perishable, teachable
audible, edible, perceptible, reducible

____________ ____________ ____________ ____________
____________ ____________ ____________ ____________

b. -ant, -ent
ascendant, defiant, errant, pleasant
consistent, dependent, different, persistent

____________ ____________ ____________ ____________
____________ ____________ ____________ ____________

c. -ed
expected, furnished, suspected, wasted

____________ ____________ ____________ ____________

d. -en
chosen, forbidden, hidden, written

____________ ____________ ____________ ____________

e. -ing
falling, flying, jumping, moving

____________ ____________ ____________ ____________

f. -ive (-itive)
active, decorative, definitive, effective

____________ ____________ ____________ ____________

g. -ory (-atory)
auditory, congratulatory, contributory, migratory
prohibitory, promissory, regulatory, exclamatory

____________ ____________ ____________ ____________
____________ ____________ ____________ ____________

Suffix Conversions -- Part Five: Nouns to Verbs

The following suffixes change nouns to verbs. Can you give other examples similar to...

NOUNS ------> VERBS

a. -ate
assassinate, chlorinate, hyphenate, pollinate

____________ ____________ ____________ ____________

b. -en
hearten, frighten, heighten, strengthen

____________ ____________ ____________ ____________

c. -ify
beautify, citify, glorify, objectify
__________ __________ __________ __________

d. -ize
idolize, patronize, tyrannize, winterize
__________ __________ __________ __________

Suffix Conversions -- Part Six: Modifiers to Verbs

The following suffixes change modifiers to verbs. Can you give other examples similar to...

MODIFIERS ------> VERBS

a. -en
lighten, moisten, quicken, sweeten
__________ __________ __________ __________

b. -ify
clarify, falsify, simplify, solidify
__________ __________ __________ __________

c. -ize
civilize, legalize, modernize, sterilize
__________ __________ __________ __________

Suffix Conversions -- Part Seven: Modifier Shifts

a. The suffix -ly changes modifiers of nouns to modifiers of verbs or other modifiers. Can you think of other examples similar to...

gladly, gradually, willingly, wonderfully
__________ __________ __________ __________

b. The suffix -ward(s) changes words of place to modifiers. Can you give other examples similar to...

upward(s), downward(s), rearward(s), homeward(s)
__________ __________ __________ __________

Suffix Conversions -- Part Eight: Multiple Conversions

Some suffixes indicate more than one conversion. Can you give other examples similar to the following conversions?

Suffix Conversions

Verbs to Nouns	or	Verbs to Modifiers
defendant		ascendant
informant		defiant
____________		____________
____________		____________
dancing		falling
fishing		flying
____________		____________
____________		____________
additive		active
detective		decorative
____________		____________
____________		____________

Verbs to Nouns	or	Nouns to Modifiers
betrayal		instrumental
proposal		musical
____________		____________
____________		____________
injury		dirty
inquiry		noisy
____________		____________
____________		____________

Verbs to Modifiers	or	Nouns to Modifiers
expected		bearded
furnished		honeyed
____________		____________
____________		____________

Nouns to Verbs	or	Modifiers to Verbs
beautify		clarify
citify		falsify
____________		____________
____________		____________
idolize		civilize
patronize		legalize
____________		____________
____________		____________

Modifiers to Verbs or	Verbs to Modifiers or	Nouns to Verbs or	Nouns to Modifiers
lighten	chosen	hearten	ashen
moisten	forbidden	frighten	earthen
________	________	________	________
________	________	________	________

Sample Exercises -- Suffixes, Unit VII: Correspondences

1. Certain noun, modifier, and verb shifts correspond to one another. Can you give other examples similar to...

Group 1:

realist	realism	reality	realistic	realize	realization
deist	deism	deity	deistic	deify	deification
euphemist	euphemism	euphemistic	euphemize		
publicist	publicity	publicize	publication		
egoist/tist	egoism/tism	egoistic/tistic			
civility	civilize	civilization			
atheist	atheism				
theorist	theorize				
________	________	________	________	________	________
________	________	________	________	________	________
________	________	________	________	________	________
________	________	________	________	________	________

Group 2:

granule	granular	granulose	granulate	granulation
cellule	cellular	cellulose	cellulous	
module	modular	modulate	modulation	
nodule	nodular	nodulose(ous)		
molecule	molecular			
spectacle	spectacular			
miracle	miraculous			
particle	particular			
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________
________	________	________	________	________

Group 3:

emergent	emergence	emergency
persistent	persistence	persistency
fradulent	consistence	consistency
consistent	difference	
different	convalescence	
convalescent	urgency	
urgent	pestilence	
pestilent	fraudulence	
offend	offence	
________	________	________
________	________	________
________	________	________
________	________	________

Suffix Correspondences

ascendant	ascendancy	ascendance
brilliant	brilliancy	brilliance
occupant	occupancy	
infant	infancy	
constant	constancy	
assistant	assistance	
defiant	defiance	
______	______	______
______	______	______
______	______	______
______	______	______

Group 4:

compulsion	compulsory	compulsive
regulation	regulatory	regulative
contribution	contributory	contributive
declaration	declaratory	declarative
prohibition	prohibitory	prohibitive
exclamation	exclamatory	
action	active	
exclusion	exclusive	
destruction	destructive	
______	______	______
______	______	______
______	______	______
______	______	______
flirtation	flirtatious	
ambition	ambitious	
fiction	fictitious	
______	______	

Group 5:

verbose	verbosity	verboseness
bellicose	bellicosity	
morose	moroseness	
______	______	______
tenacity	tenacious	
sagacity	sagacious	
ferocity	ferocious	
homogeneity	homogeneous	
calamity	calamitous	
fallacy	fallacious	
parsimony	parsimonious	
______	______	
______	______	
______	______	

Suffix Correspondences

Group 6:

arable	arability
possible	possibility
noble	nobility
soluble	solubility

Group 7 -- Miscellaneous:

psychosis	psychotic
hypnosis	hypnotic
accurate	accuracy
celibate	celibacy
logic	logician
mathematics	mathematician
library	librarian
antiquary	antiquarian

2. Certain suffix shifts, rather than distinguishing nouns from modifiers from verbs, result in identical forms for noun and modifier or for noun and verb. Can you give other examples similar to...

a. Noun and Modifier

-ian:	Christian	equestrian	humanitarian	amphibian
-an:	human	American	Elizabethan	Roman
-ant (-ent):	irritant	supplicant	dependent	expedient
-ite:	composite	favorite	opposite	Israelite
-ive:	additive	abrasive	corrective	corrosive
-ish (-ch):	British	Polish	Scotch	French
-ese:	Chinese	Japanese	Vietnamese	Congolese

b. Noun and Verb

-er:	glitter	glimmer	mutter	clatter
-le (-l):	crackle	sparkle	drawl	snarl

IV. Spelling and Prefixes and Suffixes.

A. Prefixes and spelling.

Usually no change of base results:
enact, enroll, bedeck, fulfill.

B. Suffixes and spelling.

1. Words ending in -x
   retain the x before any suffix:
   fixable, fixed, fixer, fixing

2. Words ending in -c
   - a. ...retain the c before suffixes
     beginning with a, o, u or a consonant:
     zincate, zincoid, zincous, frolicsome
   - b. ...retain the c before suffixes
     beginning with e, i, y
     if the c becomes soft:
     criticism, criticizer
   - c. ...add k before suffixes
     beginning with e, i, y
     if the c remains hard:
     mimicked, mimicking
   - d. Words ending in consonant plus -c
     usually retain the c before any suffix
     but occasionally add a k:
     arc (arcked), arcing (arcking)

3. Words ending in a single consonant (other than x or c)
   - a. ...immediately preceded by a syllable of 2 or more vowels
     remain unchanged before any suffix:
     cooled, cooler, coolest, cooling, cooly
   - b. ...immediately preceded
     by a single vowel
     having primary stress
     double the consonant before
     a suffix beginning with a vowel:
     abetted, abetting, abettor

Exceptions:
chagrin : chagrined, chagrining
combat : combated, combating
control : controled, controling
defer : deference
prefer : preferable, preference
refer : reference
transfer : transference
gas : gaseous / but gassed, gassing

c. ...immediately preceded
by a single vowel
having secondary stress
vary greatly before suffixes.

1) Some always double the consonant:
handicapped, handicapping

2) Some never double the consonant:
pyramided, pyramiding

3) Some have both forms:
programmed (programed)
programming (programing)

d. ...immediately preceded
by one or more vowels
without stress
remain unchanged
before any suffix:
solider, solidest, solidify, solidly

e. Words ending in a single, silent consonant
remain unchanged before any suffix:
crochet: crocheted, crocheting

f. Words ending in 2 or more consonants
the last of which is not c
remain unchanged before any suffix:
stiffen, stiffer, stiffly, stiffness

Exception. A second l before suffix -ly
is always dropped:
dully, fully

4. Words ending in e.

a. Words ending in silent e
retain the e before suffixes beginning with consonants
drop the e before suffixes beginning with vowels:
completeness, completed, completing

Exceptions.

1) Final -le usually dropped
before the suffix -ly:
simply

2) Soft -ce and -ge

a) Retain the e (and the soft sound)
except before suffixes
beginning with e, i, or y:
courageous, encouragement
encouraged, encouraging
changeable, changing

b) Occasionally a d preceding a g
preserves the soft g sound
allowing the e to be dropped:
abridgment, acknowledgment
judgment, lodgment

3) Usage varies before suffix -y:
cagey (cagy), horsey (horsy)
mousy (mousey), stony (stoney)
rosey, shady

4) To avoid confusion, silent e is retained
in some present participles:
dyeing (not dying), singeing (not singing)

b. Words ending in e preceded by a vowel
drop the e before suffixes beginning with a or e:
arguable, argued blue, blued, bluer, bluest

Exceptions. ee is usually retained: agreeable, agreeing
ie, accented, changes to y before i: tying, lying
ie, unaccented, is unchanged before i: stymieing
oe is unchanged before i: canoeing, hoeing
ue usually drops e before i: argue, arguing
ye retains e in adjectives with suffix -y: gluey

5. Words ending in y.

a. ...when preceded by a consonant
usually change y to i before any suffix
except those beginning with i or 's:
beautiful, beautify defiant, defying

Note this application with verbs in --
third person singular: defies
past tense : defied
past participle : defied
present participle : defying

Exception. The y may be 'lost' completely before i:
militarism, militarist, militarize

b. ...when preceded by a vowel
remain unchanged before any suffix:
graying, grayish, grayness

Exceptions.

1) The comparative, superlative, and adverbial form
of adjectives ending in ey
replace ey with one letter i:
phonier, phoniest, phonily

2) Adjectives ending in wy
change y to i before any suffix:
showier, showiest, showily, showiness

3) day:daily lay:laid pay:paid slay:slain

6. Words ending in vowels other than e or y.

a. ...when adding a suffix
beginning with a consonant
remain unchanged:
Chinaman, radiogram, photostat, lawful

b. ...when adding a suffix
beginning with a vowel
remain unchanged
before their inflectional suffixes:
skies, skied, skiing, skier

Exception. Verbs ending in single o
usually insert e before
adding s of third singular:
echoes, lassoes

c. Nouns ending in a vowel
when adding suffix -esque, -ism, -ist
usually remain unchanged
especially when base is short
and cutting would obscure it:
Daliesque, Taoism, soloist

Exception: cellist, propagandist

d. Words ending in o
insert e before suffix -y:
gooey, mosquitoey

Prefixes, Infixes, Suffixes:

Marchand, Hans. The Categories and Types of Present-day English Word-Formation. Wiesbaden: O. Harrassowitz, 1960.
Partridge, Eric. Origins. London: Routledge and Kegan Paul, 1958.
Webster's Third International

Chapter II. Compounds

Definition: A compound word is the equivalent of a simple word i.e. it is a minimal, independent, inseparable unit which is made up of two or more simple words.

I. Compound nouns.

Prospectus:

(A) Modification relationship of components

(1) Coordinate relationship of components
court-martial

(2) Subordinate relationship of components

(a) Modifier plus headword

Modifier (noun) plus headword (noun)
oilman / clothesline / bull's eye / tomcat

Modifier (pronoun) plus headword (noun)
self-contempt / she-lion

Modifier (verb) plus headword (noun)
writing desk

Modifier (adjective) plus headword (noun)
blackbird / madhouse / southwest / highbrow

(b) Headword plus modifier
heir apparent

(B) Predication relationship of components

(1) Subject-verb relationship
dancing girl / earthquake / handwriting / grindstone

(2) Verb-object relationship
drawbridge / housekeeping / woodcut / eyewash / pickpocket

(3) Verb-adverb relationship
seafaring / sideslip / flashback / go-between

(4) Subject-verb-object relationship
shoemaker / self-deluder / well-wisher

(5) Subject-verb-adverb relationship
wayfarer / sharpshooter

(6) Noun-verb relationship of purpose
driveway

A. Modification relationship of components.

1. Coordinate relationship of components.

a. In only a few instances is the relationship between the two components coordinate or equal, neither word being felt as subordinate to the other:

court-martial
roller coaster
pathway
house trailer
prize money
fighter-bomber

b. In most instances the relationship between the two components tends towards subordination, one element being felt as the headword and the other as its modifier:

courtyard
peasant girl
slave girl
boyfriend
gentleman farmer
lady doctor

2. Subordinate relationship of components.

a. Modifier plus headword

1) Modifier (noun) plus headword (noun):

oilman
rainbow
birthday
swordfish
apron string
horsewhip
rifle-range
boatman
elevator man
deathbed
bagpipe
bloodhound
water mill
birthright
house dog
lipstick
clergyman
weatherman
headache
bedside
schoolmaster
arrowhead
water rat
airway
frogman
highwayman
pieman

- -

bull's-eye
bridesmaid
beeswax
sportsman
Robinson
death's-head
kinsman
crow's-feet
woodsman
Richardson
lady's maid
doomsday
swordsman
saleswoman
Nelson

- -

tomcat
jackass
tomfool
jack-tar
jim crow
billy goat

2) Modifier (pronoun) plus headword (noun):

self-contempt
she-lion
self-analysis
he-cousin
self-discipline
she-dog

3) Modifier (verb) plus headword (noun):

writing desk
carving knife
spinning wheel
looking glass
frying pan
stumbling block
living room
spending money
dining room

4) Modifier (adjective) plus headword (noun):

blackbird
broadcloth
highway
sweetheart
Newcastle
New Haven
freeman
blue book
madman
whitefish
Freeport
New York
wildfire
flatboat
quicksand
Englishman
Longfellow
New Hampshire

madhouse
poorhouse
greenhouse
sickbed
greengrocer
poor law

northwest
southeast
southwest

highbrow
rubberneck
flatfoot
lazybones
sorehead
ninepins
paleface
bigwig
greenhorn
redcap
redhead
two-step
high-hat
fathead
hothead
redcoat
two-wheeler
three-decker

b. Headword (noun) plus modifier (adjective):

heir apparent
governor-general
ambassador extraordinary
Mac Arthur
consul general
postmaster general
sum total
Fitzherbert
knight-errant
God Almighty
gum arabic
Kirkpatrick

B. Predication relationship of components.

1. Subject-verb relationship:

dancing girl
servingman
hummingbird
servingwoman
mockingbird
quaking aspen

earthquake
sunset
stomach ache
sunshine
daybreak
moonrise
sunrise
footfall
landslide

grindstone
searchlight
washcloth
hush money
dripstone
whetstone

rattlesnake
crybaby
popgun
hunchback
cutworm
screech owl
leap year
driftwood
turntable

2. Verb-object relationship:

drawbridge
stopwatch
treadmill
draw-gate
throwstick
drag-hook

housekeeping
leave-taking
peace offering
foxhunting
bookbinding
stocktaking
housewarming
bloodletting
bonesetting
lawbreaking
pigsticking
woolgathering
childbearing
thanksgiving
bookkeeping
picture writing
sight-seeing
mind reading

woodcut
roll call
handshake

eyewash
bootblack
foothold

pickpocket
spoilsport
daredevil
stopgap
cutthroat
turncoat
sawbones
breakwater
killjoy
spendthrift
breakfast
pinchpenny

3. Verb-adverb relationship:

seafaring
fly-fishing
homecoming
night-flying
well-being
merrymaking

sideslip
small talk
wisecrack

flashback
holdup
send-off
breakdown
layout
lookout
walkout
handout
changeover
playback
letup
lockup
cleanup
layover
rake-off
frame-up
slipover
setback
fallout
mix-up
hangout
layoff
shutdown
stand-in
showdown
washout
blowout

lean-to
diehard
standby
go-between
stowaway
cutup
gadabout
roustabout
runabout

4. Subject-verb-object relationship:

shoemaker
bloodsucker
lawmaker
landholder
peacemaker
gravedigger
glass cutter
skyscraper
soothsayer
householder
bricklayer
lawbreaker
standard-bearer
nutcracker
flycatcher
screwdriver
clothmaker
bookbinder
housekeeper
money-maker
gatekeeper
shopkeeper
penholder
ringleader

self-deluder
self-sacrificer
self-starter

well-wisher
wrongdoer
do-gooder

5. Subject-verb-adverb relationship:

wayfarer
shoplifter
seafarer
sleepwalker
bushfighter
nightwalker

sharpshooter
newcomer
high-stepper

6. Noun-verb relationship of purpose:

driveway
pitchfork
plaything
runway
swagger stick
blowgun
peephole
washhouse
springboard

II. Compound Adjectives.

Prospectus:

- (A) Modification relationship of components
  - (1) Coordinate relationship of components
    blue-gray
  - (2) Subordinate relationship of components
    - (a) Modifier (noun) plus headword (adjective)
      headstrong / coal black / knee-deep
    - (b) Modifier (pronoun) plus headword (adjective)
      self-important
    - (c) Modifier (adjective) plus headword (adjective)
      red-hot
- (B) Predication relationship of components
  - (1) Subject-verb relationship
    man-made / self-made / germ-ridden
  - (2) Verb-object relationship
    heartbreaking / self-adjusting / all-knowing / well-meaning
  - (3) Verb-adverb relationship
    seafaring/hardworking/homemade/clean-shaven/well-spoken

A. Modification relationship of components

1. Coordinate relationship of components

   a. Only rarely are the two components felt as equal in value and able to be reversed without changing at least the connotation of the compound.

   blue-gray social-economic

   b. Usually one component is felt to be more important than the other and a reversal would alter at least the connotation of the compound: --
   (the German-Russian war connotes Germany as the more important element and therefore first; and English-Greek dictionary connotes that English is the language being translated):

   German-Russian (war) Anglo-French (relations) English-Greek dictionary

2. Subordinate relationship of components.

a. Modifier (noun) plus headword (adjective):

headstrong
airtight
colorfast
heartsick
threadbare
bombproof
bloodthirsty
seasick
skintight
fireproof
carefree
pennywise

coal black
snow-white
pitch-dark
blood red
grass green
brand-new
stone-blind
piping hot
dog-tired

knee-deep
nationwide
skin-deep
breast-high
sky-high
lifelong

b. Modifier (pronoun) plus headword (adjective):

self-important
self-sufficient
self-conscious
self-evident
self-righteous
self-reliant

c. Modifier (adjective) plus headword (adjective):

red-hot
blue-black
icy-cold
lukewarm
dark brown
worldly-wise

B. Predication relationship of components.

1. Subject-verb relationship (passive, agential subject):

man-made
worm-eaten
communist infiltrated
conscience-stricken
government owned
moth-eaten
frostbitten
earthbound
factory-guaranteed
airborne
wind-driven
poverty-stricken
sun-dried
godforsaken
spellbound

self-made
self-taught
self-appointed
self-elected
self-governed
self-educated

germ-ridden
pest-ridden
bed-ridden

2. Verb-object relationship:

heartbreaking
freedom-loving
life-giving
breathtaking
earthshaking
fact-finding
awe-inspiring
God-fearing
painstaking

self-adjusting
all-knowing
self-loading
all-embracing
self-charging
all-pervading

well-meaning
well-wishing
ill-boding

3. Verb-adverb relationship:

clean-shaven
deep-seated
newborn
ready-made
well-read
highborn
farfetched
high-strung
well-spoken
hard-bitten
clean-cut
foreign built
widespread
plainspoken
well-behaved

hardworking
easygoing
good-looking
high-flying
nice-looking
far-reaching

homemade
world-renouned
homespun
factory-trained
hearfelt
heaven-born

heartbroken
crestfallen
tongue-tied

seafaring
oceangoing
law-abiding

III. Compound verbs.

Prospectus:

(A) True compound verbs consist of three words of place
out-, over-, under - (adverbs or prepositions)
preceding the headwords (usually a verb).
outdo / outdistance / outsmart
overflow / overlook / overdo
underline / undersell

(B) Pseudo-compound verbs consist of
verbs derived from other compounds:
sandpaper / whitewash / handcuff / jogtrot / sidestep
sightsee / sleepwalk / taperecord

(C) An adfixed 'compound' verb consists of
the following words of place (adverbs or prepositions)

about
across
around

by
down
for
in

off
on
out
over

through
to
up

following a verb and so closely associated with it
that the two words constitute one lexical unit,
a 'combinational' verb rather than a true compound.
look up (a word), find out (discover)
live down (a disgrace), auction off (sell)
carry on (misbehave), come to (revive)

A. True compound verbs.

Note: The modification introduced by out-, over-, and under- is seldom literal, but almost always figurative, out- 'surpassing,' over- 'in excess,' under- 'below a norm':

out-
outdo
outbid
outlive
outgrow
outrun
outshoot
outlast
outmaneuver
- - - - - -
outdistance
outnumber
outwit
outgeneral
outclass
outvote
- - - - - -
outsmart

over-
overflow
overshadow
- - - - - -
overlook
oversee
overhear
- - - - - -
overdo
overeat
overload
overheat
overcharge
overcome
overawe
overpower
overrule
overwhelm

under-
underline
underscore
underwrite
underlie
understand
undertake
- - - - - - -
undersell
underbid
underrate
underpay
understate
underestimate
underexpose
underpopulate
underdevelop

B. Pseudo-compound verbs.

Note: Unlike the compounds above which are uniquely verbs, the following derive from other parts of speech:

1. Those deriving from compound nouns.

sandpaper
pigeonhole
spearhead
buttonhole
streamline
sandbag
snowshoe
goldbrick
tiptoe
hamstring
dovetail
skyrocket
honeymoon
homestead
elbow

- -

whitewash
blackmail
double-cross
blue print
soft-pedal
rubber-stamp
wisecrack
blacklist
shortchange
soft-soap
strong-arm
hightail
safeguard
dry-dock
high-pressure
cold-shoulder
high-hat
court-martial

- -

handcuff
snowplow
shipwreck
spotcheck
fingerprint
earmark
hero-worship
spotlight
grubstake

- -

jogtrot
foxtrot
joyride

- -

sidestep
outline
outfit
sidetrack
outlaw
downgrade

2. Those which appear to be back formations or shortened forms of other compounds and whose second form is always a verb:

sightsee
typewrite
stargaze
baby-sit
bushwhack
brainwash

- -

sleepwalk
henpeck
ghostwrite
springclean
dryclean
chainsmoke
shoplift
hitchhike
double-park

- -

taperecord
vacuum clean
spoonfeed

C. Combinational, adfixed verbs.

1. General introduction.

a. These verb-plus-place-word combinations range
from those in which the verb and the place word
have lost enough of their independent meanings
to be felt as a one-word unit -- a combinational verb
to those in which the force of the verb and the place word
have kept enough of their independent meanings
to be felt as a two-word unit -- a regular verb.

b. The place word is felt more as an adfix
or more as a separate adverb or preposition
according to the inseparability of the combination.

1) To the extent that it is awkward or impossible
to separate the verb and the place word by
inserting an adverbial modifier of the verb,
to that extent the verb is combinational:

We put ( ) out the fire.
We turned ( ) off the lights.

2) To the extent that the verb and place word
are inseparable in the active and passive,
to that extent the verb is combinational:

We put out the fire. The fire was put out.
We turned off the lights. The lights were turned off.

3) The adverb of place is used with
more general meaning and literal force
and is not limited to particular verbs;
the adfix of 'place' is used with
more specialized meaning and figurative force
and is limited to particular verbs.

Adverbial force, able to be analyzed literally:	<------------>	Adfix force, not able to be analyzed literally:
leak out	put out (a fire)	find out (discover)
climb up	add up (figures)	look up (a word)

4) The preposition of place needs to be followed by a noun;
the adfix need not be followed by a noun, and often
may precede or follow the noun after the verb:

He went across the street. (He went the street across.)
He came to (regained consciousness).
He got his plan across. He got across his plan.

2. These place words (adverbs and prepositions) make up the bulk of verb adfixes*:

about
across
around
by
down
for
in
off
on
out
over
through
to
up

---

*Arthur G. Kennedy, *The Modern English Verb-Adverb Combination* (Palo Alto: Stanford University Publications, University Series Language and Literature, Vol. I, No. 1, 1920), from which most of the following verb - 'adverb' combinations are taken.

Note: No attempt is made in the following examples to differentiate among levels of usage.

a. The verb of the combination.

1) Some verbs are seldom or never used without the adfix:

auction off
clutter up
crop up
dole out
drum up
even up
keel over
limber up
parcel out

2) Many adfixed verbs have meanings quite different from the original, simple verb:

ball up (confuse)
bring about (cause)
catch on (comprehend)
come about (happen)
fix over (repair)
get over (recover)
give out (tire)
go off (explode)
keep on (continue)
let on (pretend)
make out (understand)
pass up (ignore)

3) The object of an adfixed transitive verb may be quite different from that of the simple transitive verb:

argue a case	argue down an opponent
burn a paper	burn off a field
buy a house	buy off or out a person
clean a room	clean out its contents
do work	do up a garment
live a life	live down a disgrace
run a machine	run down a person
sign a paper	sign off (away) property
smoke a cigar	smoke out a person
turn a faucet	turn on (off) the water

4) Often a verb ordinarily intransitive becomes transitive in combination with an adfix:

bawl out (a person)
drum up (trade)
look over
look up
point out
run down (disparage)
talk over
work out (a problem)
work up

5) More often a verb ordinarily transitive becomes intransitive in combination with an adfix:

beg off
brace up
bundle up
catch on
catch up
cheer up
clean up
clear out
clear up
cover up
draw up
get about
give in
give up
hold off
hold out
hold up
let down
let up
make out
make off
make up
pull through
pull up
pull up (at)
put up (with)
quiet down
show off
shut down
shut up

6) Adfixed verbs are often active in form but passive in meaning, particularly those in combination with the perfective adfix up:

meals will cook up
sinks will clog up
bills will figure up
chairs will fold up
ropes will kink up
school will let out
dirt will rub off
shoes will scuff up
windows will streak up
plans will work out

7) Occasionally two adfixes are involved though second may be better interpreted as a preposition:

catch up with (overtake)
get on with (harmonize)
fall in with (accept)
get through with (finish)
keep on with (continue)
put up with (tolerate)
sneak up on (approach)
stand up for (defend)

b. The adfix of the combination.

1) Up is the most important adfix in terms of its frequency and its variety of meanings:

act up
add up (figures)
back up (a car)
balance up
bear up (under sorrow)
beat up
bind up
box up
bunch up
bundle up
button up
buy up
call up (telephone)
carve up
catch up (overtake)
check up
cheer up
clean up
clear up
close up
clutter up
cook up
coop up
count up
cover up
cut up
dent up
divide up
do up
double up
dress up
even up
fatten up
fire up (a furnace)
fix up
fold up
follow up (a clue)
freshen up
freeze up
fuss up
gather up
give up (quit)
harness up
heal up
heat up
hit (it) up
hitch up
huddle up
hunt up
hurry up
hush up
join up
jumble up
keep up (maintain)
key up
lead up (to a subject)
let up (ease)
limber up
line up (troops)
live up (to standards)
lock up
look up (facts)
loosen up
make up
measure up
mix up
muddle up
muss up
open up
pass up (ignore)
patch up
pluck up (courage)
plug up
pull up (stop)
put up with (lodge with or tolerate)
rest up
round up
save up
scare up (find)
score up
seal up
set up (a howl)
sew up
shine up
show up
shut up
sign up
size up (estimate)
slash up
slip up (fail)
slow up
smash up

smear up
smooth up
snarl up
speak up (show spunk)
sober up
speed up
spruce up
steam up
stick up (for rights)
stir up
store up
streak up
strike up (music)
sum up
swallow up
tangle up
tidy up
tie up
tighten up
touch up
track up (a floor)
trim up
tune up (a violin)
turn up (appear)
wake up
wall up
warm up
wash up
whip up
wrap up

2) Out is the second most important adfix in terms of its frequency and range:

air out
break out (become prevalent)
buy out
carry out (to complete)
close out (stock)
die out
fade out
find out (discover)
give out (to fail)
hammer out
look out (beware)
make out (to comprehend)
map out
measure out
plan out
sell out
strike out (baseball)
tire out
wear out
win out
work out

3) Down and over:

argue down
bed down (a horse)
call down (to reprimand)
calm down
deed over
get over (recover)
go over (examine)
hand down (to one's heirs)
hand over
lay down (a law)
live down (a disgrace)
narrow down
quiet down
shut down
take over (assume)
tame down
tone down
turn down (reject)
watch over
work over
win over
worry over

4) About, across, around, by, off, and through:

auction off
beg off
bring around (to resuscitate)
burn off (a field)
buy off
call off (revoke)
carry through (finish)
come around (revive)
cool off
die off
fall through (to fail)
finish off
fire off (a gun)
get across (to succeed)
get by (succeed)
get off (a joke)
go off (explode)
head off
kill off
lay by (save)
lay off (dismiss)
let off (release)
pair off
pass off
pawn off
pull through (survive)
put by (reserve)
sell off
sign off
talk about

5) For, in, and on:

break in (harness)
buy in
carry on (misbehave)
cash in
catch on (understand)
chime in (conversation)
chip in (contribute)
come on
dig in (to work)
done for (tired out)
drop in (visit)
get on (prosper)
give in
go for (attack)
go on
hand in
keep on
lay in (provisions)
let on (pretend)
look on (watch)
pay in
put on (pretend)
set in (motion)
take in
turn in (return)

6) To is felt as an adfix in only a few instances:

come to (revive)
fall to (begin)
heave to
turn to

7) In some cases the combination is not yet set and two different adfixes produce the same effect:

close down/up
cloud over/up
cool down/off
die off/out
eat down/up
shut down/up
speak out/up
talk out/up
freeze over/up
give in/up
lock in/up
slow down/up

IV. Words of 'place' as first components of compound nouns and modifiers: after, by, forth, in, off, on, out, over, through, under, up/back, down.

A. First component having adverbial force --

1. The resulting compound able to function as a noun:

backwash
income
inset
input
offshoot
outcome
outlook
outburst
output
overhaul
underpass
uplift
downfall
intake
offspring
offprint
outcry
outset
outlay
outfit
overflow
overlap
understudy
upthrust
downpour
inlet
offset
onset
outlet
outbreak
outcrop
outrun
overlay
thoroughfare
upstart
upkeep

- - - - - - - - - - - - - - - - - - - -

backslider
onlooker
bypasser
undertaker
bystander
underwriter

- - - - - - - - - - - - - - - - - - - -

inbreeding
upbringing
undertaking

2. The resulting compound able to function as a modifier:

forthcoming
onlooking
outgoing
incoming
onrushing
outlying
oncoming
outstanding
upstanding

- - - - - - - - - - - - - - - - - - - -

bygone
inborn
overcast
overbred
underslung
upturned

downtrodden
inbred
outbound
overgrown
undersigned
uplifted

downcast
ingrown
overagitated
overwrought
upset
upswept

---

overanxious
overlong
overconfident

B. First component having prepositional force --

1. The resulting compound able to function as a noun:

afternoon
overalls
overtime

overshoe
underground
inlaw

outlaw
overflight
undersecretary

2. The resulting compound able to function as a modifier:

downhill
offhand
overland
underfoot
uphill
afternoon
overside

downwind
offshore
overseas
underground
upstage
after-dinner
overhead

indoors
outdoors
overnight
upcountry
upwind
overall
underage

C. First component having adjectival force --

1. The resulting compound able to function as a noun:

after-deck
downdraft
outpatient
throughway

after-cabin
in-patient
outpost
undercurrent

byroad
outhouse
overcoat
upshot

2. The resulting compound able to function as a modifier:

backhand(ed)
downhearted

oversize(d)
underhand(ed)

Compounds:

Ball, Alice Morton. *The Compounding and Hyphenation of English Words*. New York: Funk and Wagnalls, 1951.
Jespersen, Otto. *A Modern English Grammar*. Part VI, Vol. VI.
Kennedy. *Modern English Verb-Adverb Combination*.
Marchand. *Present-day English Word-Formation*.
Webster's Third International.

Sample Exercises -- Compounds, Unit I: Compound Nouns

Compound Nouns -- Part One: Introduction

1. What do the following words have in common?

blackboard
black eye
blue blood
hardtop
court-martial
sum total
living room
sleeping bag
drag strip
plaything
boat house
houseboat
frogman
garbage man

bridesmaid
lady's maid
nanny goat
tomcat
he-man
she-devil
self-expression
self-improvement
poor farm
poorhouse
sideslip
slowpoke
fly fishing
scuba diving

day dreaming
spring cleaning
homecoming
ice skating
collective bargaining
freethinking
headache
stomach ache
hummingbird
rocking horse
rattlesnake
screech owl
day dreamer
jungle fighter

high jumper
ski jumper
know-nothing
pickpocket
dragnet
stopwatch
birdwatching
housekeeping
woodcut
roll call
shoemaker
screwdriver
self-starter
self-seeker

Answers: (1) ((All are a combination of two words -- that is, they all are compound words.))
(2) ((All are nouns.))*

2. Whether written as one word, as a hyphenated word, or as a two-word combination, what do these words have in common with respect to their separability and their meaning?

Answer: ((All are inseparable combinations functioning as one word.))

Compound Nouns -- Part Two: Combinations with Nouns as Headwords

1. What pattern of word order and meaning is repeated in each of the following compound nouns -- that is, what is the repeated relationship of the first word to the second word in each compound?

blackboard
black eye
blue blood
busybody
cold cream
cold war
flatcar
flatiron
free enterprise
freeway

hard cider
hardtack
hardtop
heavyweight
high school
high tide
hot dog
hothouse
hot plate
hot rod

longbow
long johns
new moon
New World
old maid
Old World
paleface
quicksilver
redcoat
redhead

redskin
softball
softcoal
shortcake
short story
small arms
smallpox
tenderfoot
wildcat
Wild West

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

Answer: ((The first word is the modifier of the second word.))
Examples:

________ ________ ________ ________
________ ________ ________ ________
________ ________ ________ ________

2. What pattern of word order and meaning is repeated in each of the following compound nouns -- more specifically, if the word being modified is called the headword of the compound, what is the repeated order of the headword and its modifier?

body beautiful
court-martial
God Almighty
governor general
knight errant
mother superior
sum total
time immemorial

Answer: The pattern is ((headword)) plus ((modifier)).
Examples:

________ ________ ________ ________

3. What is the same about the form of the modifier in each of the following compound nouns?

drinking water
ironing board
living room
looking glass
mixing bowl
passing lane
sleeping bag
writing paper

Answer: ((Each modifier is an -ing form of a verb.))
Examples:

________ ________ ________ ________

4. What pattern of meaning is repeated in each of the following compound nouns -- more specifically, just as the words drinking water and ironing board above are shortened or abridged ways of expressing 'water for drinking' and 'board for ironing,' each of the following compound nouns is a shortened or abridged way of expressing what?

drag strip
driveway
love seat
pitchfork
plaything
practice session
watchtower
workshop

Answer: ((A strip for dragging, a way for driving, etc.))
Examples:

________ ________ ________ ________

5. What is the fundamental difference between the compound nouns treated thus far and those treated below -- more specifically, there is no difference in the type of headword being modified, but what is the difference in the type of modifier?

air base
airplane
bird cage
boat house
book end
bookstore
card table
carport
clubhouse
club steak
courthouse
daytime
dishrag
doghouse
frogman
feather bed
field goal
fieldstone
garbage man
ground ball
groundnut
houseboat
landlord
land mine
mountain goat
sailboat
skyrocket
stagecoach
stage fright
steamship
steam shovel
stonewall
sugar beet
tea bag
teahouse
wagon train

Answer: ((Each is a combination of two nouns, the first modifying the second.))

Examples:

________ ________ ________ ________
________ ________ ________ ________
________ ________ ________ ________

6. What is similar about the form of the modifiers in each of the following compound nouns?

beeswax
bridesmaid
bull's-eye
cat's cradle
crow's-nest
doomsday
Kingsto(w)n
lady's maid

Answer: ((Each modifier is a possessive noun, with the apostrophe written or understood.))

Examples:

________ ________ ________ ________

7. What pattern of word form, word order, and meaning relationship is repeated in each of the following compound nouns? More specifically --

(1) The repeated form of the modifier is ((self)) .
The repeated form of the headword is ((a noun derived from a verb by means of a suffix)) .
(2) The repeated order of the two parts is ((modifier plus headword)) .
(3) The pattern of *meaning repeated in each compound word is a shortened* or abridged way of expressing ((to assert one's self, to deny one's self, etc.)) .

self-assertion
self-denial
self-expression
self-government
self-improvement
self-indulgence
self-preservation
self-satisfaction

Examples:

________ ________ ________ ________

8. What pattern of meaning has been shortened or abridged by the following type of compound?

madhouse
poor farm
poorhouse
sickbay

Answer: ((A house for the mad, a farm for the poor, etc.))

Examples:

________ ________ ________ ________

Compound Nouns -- Part Three: Combinations with Verbs as Headwords

1. What is the fundamental difference between the headwords of the compound nouns treated thus far and the headwords of the following compound nouns?

broadcast
broadcasting
deepfreeze
deepfreezing
remote control
shortcoming
sideslip
sideslipping
slowpoke
smalltalk
wild pitch
wild pitching

Answer: ((All the headwords express action.))________
Examples:

______________ ______________ ______________ ______________

2. What is the same about the form and the meaning of the headwords in each of the following compound nouns?

apple polishing
collective bargaining
day dreaming
fly-fishing
freethinking
high-jumping
homecoming
ice skating
night-flying
quick-freezing
scuba diving
ski jumping
skywriting
spring cleaning
surf casting
tea dancing

Answer: ((All the headwords are -ing verb forms expressing action.))

Can you regroup the compound nouns in the preceding question on the basis of whether the modifier indicates...

a. Time of the action:

______________ ______________ ______________ ______________

b. Place of the action:

______________ ______________ ______________ ______________

c. Manner of the action:

______________ ______________ ______________ ______________

d. Means of the action:

______________ ______________ ______________ ______________

Compound Nouns -- Part Four: Predication Combination of Nouns plus Verbs

1. What is the basic meaning relationship between the two parts of the following compound nouns?

earthquake
headache
landslide
stomach ache
waterfall
hummingbird
laughing hyena
rocking horse
pay dirt
rattlesnake
screech owl
watchman
catch basin
dump truck
grind stone
slipknot

Answer: ((One word does the action expressed by the other.))________

a. Can you list four more compound nouns which are examples of one of the word-order patterns above?

__________ __________ __________ __________

b. Can you list four more compound nouns which are examples of the other word-order pattern above?

__________ __________ __________ __________

2. Can you fill in the fuller expressions which have been shortened or abridged in each of the following compound nouns?

	-er Suffix (Subject)	Root of Headword (Verb)	Modifier (Adverb)
pinch hitter	a person who	hits	in a pinch
side winder	a snake which	winds	to the side
day dreamer			
high jumper			
ice skater			
jungle fighter			
scuba diver			
ski jumper			

3. What is the basic meaning relationship between the two parts of the following compound nouns?

breakfast
carryall
know-nothing
pickpocket
dragnet
drawstring
setscrew
stopwatch
bird watching
childbearing
face lifting
horsewhipping
housekeeping
name-dropping
woodcut
roll call

Answer: ((One word receives the action expressed by the other.))

a. Can you list four more compound nouns which are examples of one of the word-order patterns above?

__________ __________ __________ __________

b. Can you list four more compound nouns which are examples of the other word-order pattern above?

__________ __________ __________ __________

4. Can you fill in the fuller expressions which have been shortened or abridged in each of the following compound nouns?

	-er Suffix (Subject)	Root of Headword (Verb)	Modifier (Object)
shoemaker	a person who	makes	shoes
screwdriver	a thing that	drives	screws
cement mixer			
clothes dryer			
dogcatcher			
draft dodger			
self-starter			
self-seeker			
tongue twister			
trouble-maker			
wrongdoer			
winemaker			

Sample Exercises -- Compounds, Unit II: Compound Modifiers

Compound Modifiers -- Part One: Introduction

1. What do the following words have in common?

blue-green
white-hot
icy-cold
worldly-wise
airtight
headstrong
powerless
powerful
punch-drunk
bone-dry

brand-new
brimful
skin-deep
self-reliant
self-apparent
far-flung
full-grown
newborn
well-read
easygoing

far-reaching
fast-breaking
good-looking
long-playing
well-meaning
home-cooked
homemade
globe-girdling
seagoing
frostbitten

man-made
snowbound
snow-covered
fear-ridden
self-appointed
awe-inspiring
backbreaking
painstaking
self-regulatory
all-loving

Answers: (1) ((All are a combination of two words -- that is, they all are compound words.))
(2) ((All are modifiers.))*

2. Whether written as one word, as a hyphenated word, or as a two-word combination, what do these words have in common with respect to their separability and their meaning?

Answer: ((They all are inseparable combinations functioning as one word.))

Compound Modifiers -- Part Two: Combinations with Modifiers as Headwords

1. What pattern of word order and meaning is repeated in each of the following compound modifiers -- that is, what is the repeated relationship of the first word to the second word in each compound?

blue-green
icy-cold

light blue
red-hot

white-hot
wideawake

wideopen
worldly-wise

Answer: ((The first word is the modifier of the second word.))
Examples:

2. Comparing the examples of question one with the following, what are the similarities and differences between the headwords, between the modifiers?

airtight
fancyfree

headstrong
homesick

powerful
powerless

punch-drunk
seasick

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

Answers: (1) In both groups the headwords are ((modifiers)).
(2) The headwords of the examples in question one are modified by other ((modifiers)), and the headwords of the examples in question two are modified by ((nouns)).

Examples:

__________ __________ __________ __________

3. The following compound modifiers resemble very closely those of question two, but what is their consistent difference in meaning -- more specifically, the following are shortened or abridged forms of what fuller expressions?

bone-dry	coal-black	lily-white	silk-smooth
brand-new	crystal-clear	pitch-black	stone-deaf

Answer: ((dry as a bone, new as a brand, black as coal, etc.))
Examples:

__________ __________ __________ __________

4. The following compound modifiers are shortened or abridged forms of what fuller expressions?

self-complacent ____________________
self-conscious ____________________
self-consistent ____________________
self-contented ____________________
self-dependent ____________________
self-ignorant ____________________
self-important ____________________
self-reliant ____________________
self-apparent ____________________
self-complete ____________________
self-evident ____________________
self-sufficient ____________________

Compound Modifiers -- Part Three: Combinations with Verbs as Headwords

1. What is the fundamental difference between the headwords of the compound modifiers treated thus far and the headwords of the following?

clean-shaven	foreign-born	long-forgotten	short-lived
deep-rooted	full-grown	newborn	well-read
far-flung	high-pitched	ready-made	widespread

Answer: ((All these headwords express action.))
Examples:

__________ __________ __________ __________

2. What is the consistent difference in meaning between the headwords in the examples of question one and the headwords in the following examples?

clean-living
easygoing
far-reaching
fast-breaking
good-looking
high-sounding
long-playing
well-meaning

Answer: The headwords of the examples in question one express ____________________ time, while those of question two express ______________ time.
Examples:

______________ ______________ ______________ ______________

3. What is the consistent difference between the modifiers of the headwords in the examples of question two and the modifiers of the headwords in the following examples?

college-educated
home-cooked
homemade
mountaingrown

Answer: In the examples of
question two, the modifiers are ((modifiers)) functioning as modifiers.
question three, the modifiers are ((nouns)) functioning as modifiers.
Examples:

______________ ______________ ______________ ______________

4. What are the consistent differences in form and meaning between the examples of question three and the following examples?

globe-girdling
oceangoing
seafaring
seagoing

Answer: In the examples of
question three, the headwords are ((-ed)) forms expressing ((past)) time.
question four, the headwords are ((-ing)) forms expressing ((present)) time.

Compound Modifiers -- Part Four: Predication Combinations of Nouns plus Verbs

1. What is the basic meaning relationship between the two parts of the following compound modifiers?

communist-led
frostbitten
germ-ridden
godforsaken
landlocked
man-made
moonstruck
panic-stricken
pest-ridden
poverty-stricken
sandblasted
self-appointed
self-educated
snowbound
snow-covered
sun-ripened

Answer: ((The first word performs the action expressed by the second word.))
Examples:

______________ ______________ ______________ ______________

Compound Modifiers

2. What is the basic meaning relationship between the two parts of the following compound modifiers?

all-knowing
all-loving
awe-inspiring
backbreaking
death-defying
earthshaking
fun-loving
God-fearing
heart-warming
laborsaving
painstaking
pistol-packing
self-loading
self-regulating
sidesplitting
time-consuming

Answer: ((The first word receives the action expressed by the second word.))

Examples:

Sample Exercises -- Compounds, Unit III: Compound Verbs

Compound Verbs -- Part One: Introduction

1. What do the following words have in common?

blue-pencil
dry-dock
hotfoot
hot-rod
highball
strongarm
honeymoon
railroad
catcall
foxtrot
henpeck
ghostwrite
daydream
winter-feed
ice-skate
sun-bathe
finger-paint
sandblast
spoonfeed
vacuum clean
broadcast
deep-fry
sidetrack
backtrack
fingerprint
hogtie
bird-watch
sightsee

Answers: (1) ((All are a combination of two words -- that is, they all are compound words.))
(2) ((All these compounds can be used as verbs.))*

2. Whether written as one word, as a hyphenated word, or as a two-word combination, what do these words have in common with respect to their separability and their meaning as verbs?

Answer: ((They all are inseparable combinations functioning as one word.))

Compound Verbs -- Part Two: Combinations with Nouns as Headwords

1. What pattern of word order and meaning is repeated in each of the following compound verbs -- that is, what is the repeated relationship of the first word to the second word in each compound?

blue-pencil
dry-dock
highball
high-hat
hightail
hotfoot
hot-rod
strongarm

Answer: ((The first word is the modifier of the second word.))
Examples:
______________ ______________ ______________ ______________

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

2. Comparing the examples of question one with the following, what are the similarities and differences between the headwords, between the modifiers?

dovetail
fishtail
honeymoon
landscape
railroad
sandpaper
snowshoe
wheelbarrow

Answer: (1) In both groups the headwords are ((nouns)).
(2) The headwords of the examples in question one are modified by ((modifiers)), and the headwords of the examples in question two are modified by other ((nouns)).

Examples:

Compound Verbs -- Part Three: Combinations with Verbs as Headwords

1. What is the fundamental difference between the headwords of the compound verbs treated thus far and the headwords of the following compound verbs?

backfire
backtrack
broadcast
bulldoze
catcall
daydream
deepfreeze
deep-fry
finger-paint
ghostwrite
henpeck
ice-skate
quick-freeze
road-test
sandblast
sideline
sidetrack
spoonfeed
spring-clean
sun-bathe
sun-ripen
vacuum clean
winter-feed
winterkill

Answer: ((All these headwords express action.))

2. Can you regroup the compound verbs in the preceding question on the basis of whether the modifier indicates...

a. Time of the action:

b. Place of the action:

c. Manner of the action:

d. Means of the action:

3. Can you separate the compound verbs of answer (c) into two groups on the basis of a difference in the type of modifier?

Group 1:

____________ ____________ ____________ ____________

Group 2:

____________ ____________ ____________ ____________

Compound Verbs -- Part Four: Predication Combinations of Nouns plus Verbs

What is the basic meaning relationship between the two parts of the following compound verbs?

bird-watch
baby-sit
bushwhack
fingerprint
hero-worship
hogtie
horsewhip
shipwreck
sightsee
snowplow
typewrite
wallpaper

Answer: ((The first word receives the action expressed by the second word.))

Examples:

____________ ____________ ____________ ____________

Sample Exercises -- Compounds, Unit IV: Compounds with Place-Words

Compounds with Place-Words -- Part One: Compound Nouns

Can you group the following compound nouns on the basis of the following patterns:

about-face
afternoon
by-pass
by-product
breakthrough
come-on (slang)
downpour
fallout
go-between
holdup
income
infield
layover
offspring
onset
outcome
outfield
overcoat
overdrive
overtime
runabout
runaround (slang)
set-to
shutdown
sit-in
shutoff
standby
stowaway
throughway
underpass
underworld
upstart

a. Place-word plus verb:

__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________

b. Verb plus place-word:

__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________
__________ __________

c. Place-word plus noun:

__________ __________ __________ __________
__________ __________ __________ __________

Compounds with Place-Words -- Part Two: Compound Modifiers

Can you group the following compound modifiers on the basis of the following patterns?

aboveboard
above-mentioned
after-dinner
all-out
allover
all-(a)round
alongside
amidships
beforehand
bygone
downcast
downright
downstairs
follow-up
incoming
inland
offhand
offset
oncoming
onshore
outdoors
outright
outspoken
outstanding
overbearing
overland
overmuch
pullover
rundown
shut-in
understanding
understood
underwater
uphill
upright
upstanding
well-off
withdrawn
worn-out
wraparound

a. Place-word plus verb:

__________ __________ __________ __________
__________ __________ __________ __________
__________ __________ __________ __________
____

b. Verb plus place-word

________ ________ ________ ________
________ ________ ________ ________

c. Place-word plus noun:

________ ________ ________ ________
________ ________ ________ ________
________ ________ ________ ________
____

d. Place-word plus modifier:

________ ________ ________ ________

e. Modifier plus place-word:

________ ________ ________ ________

Compounds with Place-Words -- Part Three: Adfixed Verbs

1. In the following sentences are the place-words more closely associated with the verbs preceding them or with the nouns following them -- more specifically, in terms of units of meaning, is the place-word more necessary to the verb unit or to the noun unit?

get after	His mother got ... him.
look after	The grandmother looked ... the children.
take after	The girls took ... their father.
get around	The witness got ... the truth.
get by	The script got ... the censors.
call for	The work called ... patience.
hear of	The boys heard ... a bargain.
think of	The boys thought ... a plan.
get over	The boys got ... their bashfulness.
run over	The President ran ... his speech.
come through	The children came ... the ordeal.
live through	The children lived ... the ordeal.
come upon	The children came ... some gypsies.

Answer: ((The place-word is a necessary, inseparable part of the verb -- a compound verb.))*

2. In the following pairs of sentences, to what extent is the verb dependent on the place-word for its meaning -- more specifically, would the sentence make sense without the particular place-word?

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

fritter away	He frittered ... his time.	He frittered his time ....
turn away	He turned ... the beggar.	He turned the beggar ....
turn down	He turned ... the request.	He turned the request ....
take in	He took ... the sights.	He took the sights ....
touch off	It touched ... the riot.	It touched the riot ....
turn off	He turned ... the lights.	He turned the lights ....
carry on	He carried ... the work.	He carried the work ....
put on	He is putting ... an act.	He is putting an act ....
turn on	He turned ... the lights.	He turned the lights ....
carry out	He carried ... the plan.	He carried the plan ....
dole out	He doled ... the supplies.	He doled the supplies ....
wear out	He wore ... the clutch.	He wore the clutch ....
carry through	He carried ... the plans.	He carried the plans ....
look up	He looked ... the number.	He looked the number ....
round up	They rounded ... the cattle.	They rounded the cattle ....
sum up	He summed ... the argument.	He summed the argument ....

Answer: ((No, because the place-words are necessary to give these verbs their particular meanings.))

a. Would it be possible for the noun which follows the verb to follow the verb directly without the preceding or following place-word?
Yes _____ No _____

b. In terms of the verb's dependence on the place-word for its meaning, does it make any difference whether the place-word precedes or follows the noun after the verb?
Yes _____ No _____

3. If these place-words which change the meanings of verbs are called adfixes, which of the following groups of sentences contained adfixed verbs -- more specifically, in which group does the place-word merely express where the action occurred, in which group does the place-word actually change the meaning of the verb?

Group 1	Group 2
The soldiers didn't get across.	The comedian didn't get across.
After the first lap, our horse got ahead.	After years of work, he finally got ahead.
Get along and tell them we are coming.	They never did get along very well.
The inspector finally came around.	The boxer finally came around.
The leader called back.	The salesman called back.
The second car barely got by.	During his freshman year he barely got by.
The scaffolding broke down.	His wife broke down.
The door broke in.	The prowler broke in.
We got off when the ice cracked.	We got off at the crack of dawn.
The rider got on well.	The horse got on well.
The barrel leaked and the water ran out.	Their supplies ran out.
The messenger got through safely.	The painter got through early.
Her nose turned up.	She turned up.

Answer:
In Group _____ the place-word merely expresses where the action took place.
In Group _____ the place-word actually changes the meaning of the verb.

Adfixed Verbs

a. What are the specialized meanings of...

get across ______________________________
get ahead ______________________________
get along ______________________________
come around ______________________________
call back ______________________________
get by ______________________________
break down ______________________________
break in ______________________________
get off ______________________________
get on ______________________________
run out ______________________________
get through ______________________________
turn up ______________________________

b. Can you give examples of other adfixed verbs and use them in a sentence?

(1) ____________ Meaning ______________________________
Sentence: ______________________________

(2) ____________ Meaning ______________________________
Sentence: ______________________________

(3) ____________ Meaning ______________________________
Sentence: ______________________________

(4) ____________ Meaning ______________________________
Sentence: ______________________________

4. The adfixed verbs above and those below reveal what else about adfixes other than that they are place-words so closely connected with a verb that the two function as one word?

The grandmother looked after the children.
The witness got around the truth.
The script got by the censors.
The boys got over their bashfulness.
The children lived through the ordeal.
The children came across some gypsies.
He turned away the beggar.
He turned down the request.
He took in the sights.
He put on an act.
He carried out the plan.
He carried through the plan.
They rounded up the cattle.

a. Are adfixes used with specific, literal meanings of up, down, over, across, etc.? Yes____ No____

b. Are adfixes used with general, figurative meanings of up, down, over, across, etc.? Yes____ No____

5. What, then, are two characteristics of place-words used as adfixes?

   a. In terms of their effect on the verb, place words used as adfixes change the ______________ of the verb.

   b. In terms of their literal and figurative use, place words used as adfixes have ______________ meaning.

Chapter III. Noun Clusters

Prospectus

3	2	1	ARTICLE	3	2	1	NOUN
						skilled	workers
					highly	skilled	workers
				very	highly	skilled	workers
			the	very	highly	skilled	workers
		all	the	very	highly	skilled	workers
	almost	all	the	very	highly	skilled	workers
nearly	almost	all	the	very	highly	skilled	workers

Modification Analysis:
1's modify heads (skilled workers, all workers)
2's modify 1's (highly skilled, almost all)
3's modify 2's (very highly, nearly almost)

General Introduction

A. A noun cluster is a group of words made up of a noun (pronoun) headword plus its modifiers.

B. Head nouns.

1. In form, the noun (pronoun) headword may be singular, plural, or 's:
   brown cow, smooth sailing
   brown cows, brown ones
   brown cow's

2. In usage, the noun headword may be common, proper, collective, mass or abstract:
   the brown cow, the brown Jersey
   the new class, bad water
   excessive drinking, absolute truth

C. Adnouns.

1. Definition: Any word used to modify a noun (pronoun) will be called simply an adnoun regardless of its possible uses in other constructions:
   horse trailer, cow's barn, above remark
   flying fool, trained seal, born artist
   his hat, which hat, that hat, any hat, I myself

2. In form, the adnoun may be
positive, comparative, or superlative
pretty girl
prettier girl
prettiest girl

3. In position, most adnouns precede the headword -- some follow:
Almighty God, God Almighty; I myself
a tall, dark and handsome man
a man, tall, dark, and handsome
the boy driving, the car to buy

4. In usage, most adnouns can be used with either descriptive or limiting force -- some can be used with only limiting force --
and some are so specialized as to be capitalized:
She was wearing a red dress. I'll take the red one.
I'll take this (that, the other) one.
the Black Hills, the White Mountains

I. Limiting Adnouns -- Articles

A. A few adnouns are used only to limit or point out rather than to describe the noun they modify.

B. A few of these limiters (quantifiers, determiners) are the only modifiers which can agree in number with the noun they modify:

Single Limiter - Noun Agreement

Quantifying Adnouns plus Countable Noun Heads

Singular only		Plural only		Singular and Plural		
this	boy	these	boys	the	boy	boys
that	boy	those	boys	some	boy	boys
one	boy	two, etc.	boys	any	boy	boys
either	boy	several	boys	no	boy	boys
neither	boy	all	boys	what	boy	boys
each	boy	most	boys	whatever	boy	boys
every	boy	many	boys	which	boy	boys
a	boy	enough	boys	whichever	boy	boys
another	boy	more	boys	whose	boy	boys
		both	boys	my	boy	boys
		such	boys	your	boy	boys
		other	boys	his	boy	boys
		few	boys	her	boy	boys
		just	boys	its	corner	corners
		only	boys	our	boy	boys
		certain	boys	their	boy	boys
				John's	boy	boys

Note: Singular to signify 'three days' as one unit:
this (each, every) three days
Singular or plural consistently:
this kind (sort) of man / these kinds (sorts) of men

Note: A few limiters are used only with uncountable nouns and indicate amount of whole rather than number of items:
little wheat (work, hate)
less wheat (work, hate)
much wheat (work, hate)

C. The limiters a, an, and the are called articles and signify not only the modification of definiteness and indefiniteness but also the modification of separateness and inclusiveness:

Articles

	Singular			Plural	
Nouns	With a, an	With the	No a, an, the	With the	No the
Common Regular	a house a car a jury a class a liquid a milk an error a truth	the house the car the liquid the milk the error the truth		the houses the cars the juries the classes the liquids the errors	houses cars juries classes liquids errors
Collective		the jury the class			
Mass			liquid milk		(liquids)
Abstract			error truth		(errors)
Proper		the Atlantic the Sahara the Silver Queen	Shakespeare Berlin Death Valley	The Azores the Rockies the Smiths	
Special	a Shakespeare a Berlin	the Shakespeare the Berlin			Shakespeares Berlins

Note: a Shakespeare, a Berlin, Shakespeares, Berlins are thus converted into common nouns.

1. The modification of separateness and inclusiveness.

a. Most proper nouns occur without a limiter unless a noun is felt to follow a proper adjective:

Death Valley	the Atlantic
the Sahara	the Silver Queen (mine)

b. Most singular common nouns occur with a limiter
  signifying that specific specimens are considered separate:
    a house
    the house

c. Only mass and abstract nouns occur without a limiter
  signifying that all specimens are considered included:
    Milk is good for you.
    Truth is stranger than fiction.

d. Plural common nouns
  with a limiter signify that specific specimens are considered separate
  without a limiter signify that all specimens are considered included:
    The houses are too expensive.
    Houses are too expensive.

e. Mass and abstract nouns are basically uncountables
  appearing in the singular with no singular or plural force;
  however, used in the plural and without a limiter
  they have only slightly less mass or abstract force:
    He subsists on liquid (liquids).
    Error is not tolerated.
    Errors are not tolerated.

2. The modification of definiteness and indefiniteness.

a. The definite article the, which derives from a blending of the and that signifies more definiteness than a (an), the indefinite article.
    Here is a man to see you about the job.
    Here is the man to see you about a job.

b. The article is sometimes dropped
  when a noun's identity is so individualized
  that its identity is self-evident:
    Father (Mother, Baby) is sick. Dinner is at eight.
    School is out. He went to town (sea, war).

c. An article is sometimes added, repeated, or the is contrasted with a when emphasis, contrast, or emotional force is desired:
    I mean the Shakespeare. He thinks he is a Cary Grant.
    He was the judge, the jury, and the executioner.
    He is quite the lady's man.

d. Both a and the are sometimes used with generalizing force:
    A dog is smarter than a cat.
    The dog is smarter than the cat.

II. Descriptive as well as Limiting Adnouns

A. Position and order of adnouns.

1. Most nouns are modified by an article
   which always precedes its noun head.

2. When further modifiers are added
   usually they come between the article (limiter) and the noun head
   occasionally they come before the article (limiter)
   occasionally they come before and after the article (limiter):
   a (her) tall, dark, handsome man
   all the (his) men
   all the (his) brave men

3. The force of multiple modifiers before the noun
   whether coordinate or subordinate
   is from left to right.
   a tall, dark, handsome man (coordinate 111H)
   the very highly skilled workers (subordinate 321H)

4. Note: Adnouns which follow the noun head
   are actually abridgements of clauses used as adnouns
   and will be taken up under Clauses, Phrases, and Abridgements:
   ...a man, (who was) tall, dark, and handsome...

B. Usage of adnouns following the article or limiter.

1. Each modifier can modify the head noun
   with coordinate, additive force (1 1 1):
   a handsome man (1 N)
   a dark, handsome man (1 1 N)
   a tall, dark, handsome man (1 1 1 N)

2. Each modifier can modify the head noun
   with coordinate, cumulative force (1 1 1):
   the tourist industry (1 N)
   the California tourist industry (1 1 N)
   the prosperous California tourist industry (1 1 1 N)

3. Each modifier can modify the next modifier
   with subordinate, cumulative force (3 2 1):
   the skilled workers (1 N)
   the highly skilled workers (2 1 N)
   the very highly skilled workers (3 2 1 N)

4. Two coordinate modifiers can modify the head noun
   one of which is in turn modified
   with mixed coordinate-subordinate, additive force (121 or 211):
   - a bored speaker (1 N)
   - a slightly bored speaker (2 1 N)
   - a casual, slightly bored speaker (1 2 1 N)

   - a casual speaker (1 N)
   - a bored, casual speaker (1 1 N)
   - a slightly bored, casual speaker (2 1 1 N)

5. Two coordinate modifiers can modify the head
   one of which is in turn modified
   with mixed coordinate-subordinate cumulative force (2 1 1 1):
   - the tourist industry (1 N)
   - the California tourist industry (1 1 N)
   - the prosperous California tourist industry (1 1 1 N)
   - the very prosperous California tourist industry (2 1 1 1 N)

6. Each modifier can modify the head noun,
   each modifier can modify the next modifier,
   two modifiers can be coordinate, one subordinate
   with coincident coordinate-subordinate, cumulative force:
   - the building codes (1 N)
   - the state building codes (1 1 N or 2 1 N)
   - the Colorado state building codes (1 1 1 N or 3 2 1 N or 1 2 1 N or 2 1 1 N) -- the differences indicated only by inflection.

7. Definition: Any word used to modify an adnoun
   will be called simply an adnoun modifier
   regardless of its uses in other constructions:
   - Turkey red drapes (2 1 N)
   - combed wool sweater (2 1 N)

8. A few set combinations of noun plus modifier
   can result in inverted patterns:
   - the time immemorial customs (1-2 N)
   - a devil incarnate smile (1-2 N)

9. Both can result in a 'split' pattern:
   The two witnesses both saw it. (1 N 1)

10. Order of elements.

    a. Limiting adnouns precede descriptive adnouns.

       1) A limiter + a descriptive
          does not require a comma:
          - my new car
          - many fine people

2) A limiter + a limiter
does not require a comma
the next few days
his last wish

3) A descriptive + descriptive
does require a comma
(unless the headword is compound)
the ambitious, young teacher
(the ambitious young man)

b. In case of (2 2 1 N) patterns
the first 2 will tend to modify the second 2
unless semantically infeasible:
an elementary public school boy
the already extremely enchanting sounds
a frozen citrus fruit process
a community sewing club party

c. The natural position for the noun used as a modifier is immediately before its headword, resulting in a compound noun:
cracker barrel dry philosophy > dry cracker barrel philosophy
clear glass reinforced wall > reinforced clear glass wall

Summary of Adnouns Following the Article

a	tall,	dark,	handsome	man	ART 111	additive
the	prosperous	California	tourist	trade	ART 111	cumulative
the	Colorado	state	building	codes	ART 111*	cumulative
the	very	highly	skilled	workers	ART 321	cumulative
a	casual	slightly	bored	speaker	ART 1(21)	additive
a	slightly	bored,	casual	speaker	ART (21)1	additive
the	very	prosperous	tourist	trade	ART (21)1	cumulative

*Only speech inflection can indicate whether the emphasis is
on each modifier modifying the head, or
on each modifier modifying the next, or
on mixed coordinate and subordinate modification.

C. Usage of adnouns preceding the article or limiter.

1. A few adnouns
can precede an article:

only	the	a
just	the	a
all	the	
both	the	
such		a
many	the	a

three of these can't follow an article:
all, such, just (= only)
Just men need apply.
and much the must be followed by an adnoun:
much the best selection

Single Noun Modifiers Preceding the Article

many	a	tall,	dark,	handsome	man	1 ART 111
only	the	prosperous	California	tourist	trade	1 ART 111
just	the	very	highly	skilled	workers	1 ART 321
all	the	Colorado	state	building	codes	1 ART 111
such	a	casual,	slightly	bored	speaker	1 ART 1(21)
such	a	slightly	bored,	casual	speaker	1 ART (21)1
only	the	very	prosperous	tourist	trade	1 ART (21)1

Note: many a, just a, such a, only a are singularized forms of otherwise plural limiting modifiers.

2. Occasionally we find a (2 - ARTICLE - NOUN) pattern in which the modifier is a limiter which cannot modify the noun directly but instead further limits the article itself:

2	ART (=1)	NOUN
nearly	a (=one)	year
almost	a (=one)	year
about	a (=one)	year
exactly	a (=one)	year
precisely	a (=one)	year
hardly	a (=one)	year
scarcely	a (=one)	man

3. These patterns of noun modification preceding the article can be expanded as long as the sequence starts with a subordinate (2 or 3) modifier of degree:

2	1	ARTICLE	NOUN	
so	wild	a	dream	
too	big	a	job	
as	fine	a	man	
how	fine	a	piece	
however	good	a	proposition	
no	such	a	man	
just	such	a	man	
even	such	a	man	
very	much	a	man	
2	1	1	ARTICLE (1)	NOUN
so	fine,	upright	a	man
so	beaten,	demoralized	a	fighter
3	2	ARTICLE (1)	NOUN	
just	exactly	a (=one)	year	
almost	precisely	a (=one)	year	
only	about	a (=one)	year	
3	2	1	ARTICLE	NOUN
not	too	wild	a	dream
so	completely	raving	a	maniac

D. Usage of adnouns both preceding and following the article or limiter.

Occasionally the article will come between a 2 or 3 and the word it modifies:

almost the last straw (2 ART 1 N)
almost the absolutely last straw (3 ART 2 1 N)

E. Usage of adnouns without an article.

1. If the head noun can be used with mass, abstract, or plural meaning the article can be dropped.

2. Many nouns may be used with common, mass or abstract force depending on the use of the article.

3. Common nouns without an article signify mass or abstract use when singular, all inclusiveness when plural.

Noun Modification Without Articles

Singular		Plural	
With Article	Without Article	With Article	Without Article
a (the) red house		the red houses	red houses
a (the) old car		the old cars	old cars
a (the) hung jury		the hung juries	hung juries
a (the) senior class		the senior classes	senior classes
a (the) boiling liquid	boiling liquid	the boilding liquids	boiling liquids
a (the) sour milk	sour milk		
a (the) serious error	serious error	the serious errors	serious errors
a (the) absolute truth	absolute truth		(absolute truths)

III. Occasionally expressed or understood hyphenation may convert a group of words (phrase, clause, or sentence) into an adnoun preceding (instead of following) the noun.

A. Some can be analyzed as (2 1 N) patterns:
- a war-weary people
- a war-ravaged economy
- a shell-shocked soldier

B. Some are full phrases, clauses or sentences:
- an up-to-date dictionary
- an up-to-the-minute report
- a whatever-you-like attitude
- a what's-the-use attitude
- a pay-as-you-go plan

Sample Exercises -- Noun Clusters, Unit I: Introduction

Noun Clusters -- Part One: Introduction

1. The following combinations of headwords and their modifiers are noun clusters. The headwords of these clusters are nouns, and their modifiers are adnouns. On the basis of these examples how would you define an adnoun? How would you define a noun cluster?

brown cow
brown cows
brown ones
smooth sailing
brown Jersey
new jury
bad water
excessivė drinking
absolute truth
quick thinking

pretty girl
Almighty God
horse trailer
honors student
cow barn
cow's barn
his mother
flying fool
trained seal
born artist

above remark
once millionaire
this kind
these kinds
neither one
certain ones
some boy
less work
three men
third man

wise man
wiser man
wisest man
time immemorial
God Almighty
I myself
(the) boy driving
(the) car to buy
(the) very young
(the) badly wounded

a tall, dark, handsome man
a tall, dark, and handsome man
a man, tall, dark, and handsome
the prosperous California tourist industry

Answers: (1) An adnoun is any word used to ((modify a noun or pronoun)).*
(2) A noun cluster is made up of a ((noun or pronoun)) headword plus any and all of its ((adnoun)) modifiers.

2. Can you give other examples of noun clusters similar to the following ones in which the *adnoun is a word used here in its usual function as a modifier.*

a. Noun clusters similar to...

brown cow(s)	pretty girl(s)	liberal republican
________________	________________	________________
________________	________________	________________

b. Noun clusters similar to...

brown Jersey	Almighty God	Rocky Mountains
________________	________________	________________

c. Noun clusters similar to...

wise man	wiser man	wisest man
________________	________________	________________
________________	________________	________________

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

d. Noun clusters similar to...

this kind
certain ones
no boy(s)

these kinds
all boys
three men

neither one
some boy(s)
third man

e. Noun clusters similar to...

above remark
once millionaire
then congressman

f. Noun clusters similar to...

smooth sailing
excessive drinking
quick thinking

3. Can you give other examples of noun clusters similar to the following ones in which the adnoun is a word usually used as a noun but used here as a modifier:

a. Noun clusters similar to...

horse trailer
honors student
cow barn

b. Noun clusters similar to...

cow's barn
John's horse
day's work

c. Noun clusters similar to...

his mother
their house
its roof

4. Can you give other examples of noun clusters similar to the following ones in which the adnoun is a word usually used as a verb but used here as a modifier?

a. Noun clusters similar to...

flying fool
raving maniac
whistling gypsy

b. Noun clusters similar to...

trained seal	born artist	written word
________________	________________	________________
________________	________________	________________

5. Can you give other examples of noun clusters similar to the following ones in which the adnoun follows the noun headword?

a. Noun clusters similar to...

time immemorial	God Almighty	life everlasting
________________	________________	________________

b. Noun clusters similar to...

I myself	they themselves	she herself
________________	________________	________________

c. Noun clusters similar to...

(the) boy driving (the) car to buy	(the) man running (the) place to go	(the) children playing (the) thing to do
________________	________________	________________
________________	________________	________________

6. Can you write sentences which include the following noun clusters and at least two similar ones of your own in which the head noun is a word usually used as an adnoun?

the very young ____
the badly wounded ______________________________________
the almost impossible ____________________________________
________________ ____
________________ ____
________________ ____

Sample Exercises -- Noun Clusters, Unit I: Introduction con't.

Noun Clusters -- Part Two: Capitalization

1. In contrast to 'common' nouns, the following nouns are called 'proper' nouns and are capitalized. Judging from the following examples, when would you capitalize a noun?

a. People:

John Doe
Calamity Jane
Tom Thumb
the Indian(s)
the Slav(s)
the Negro(es)
Caucasians
Mongoloids
the Russian(s)

the Texan(s)
God
the Saviour
the Redeemer
the Virgin
Allah
the Catholic(s)
the Protestant(s)
the Jew(s)

the Moslem(s)
the Buddhist(s)
the Boy Scouts
the Parent-Teacher Association
the Rotary Club
the Democratic Party
the Mormon Church
the Ford Motor Company
the General Motors Corporation

b. Places:

the Orient
the Near (Middle) East
the Continent
North America
the British Isles
the Isle of Man
Russia
New Zealand
Texas
Shangrila
New York City
Central City
the Pacific Ocean
the South Seas

the Rocky Mountains
Pikes Peak
Mount Everest
the Sahara Desert
the Mississippi River
South Pass
Martha's Vineyard
Yucca Flats
Natural Bridge
Forty-second Street
Elm Street
Fifth Avenue
Central Avenue
Broadway

Riverside Drive
Colorado Boulevard
Park Place
Oak Road
the Library of Congress
the Smithsonian Institute
The White House
the Empire State Building
Colorado College
Denver University
Greeley High School
the Brown Palace Hotel
the Waldorf Towers
the Food Mart

c. Times:

the Ice Age
the Dark Ages
the Middle Ages
the Renaissance
the Age of Reason

the Industrial Revolution
the Gay Nineties
the War of 1812
World War II
Lent

January
Monday
Christmas Day
New Year's Eve
the Fourth of July

d. Miscellaneous:

Cadillac
Coca-Cola
Jello
the Queen Mary
the Denver Zepher
the Spirit of St. Louis

Latin
Spanish
English
the Old Testament
Genesis
the Book of the Dead

the Declaration of Independence
the Bill of Rights
the Gettysburg Address
an American Beauty
a Golden Delicious
a Winesap

Answer: ____

____

2. These major divisions of capitalization -- people, places, times and miscellaneous -- can be further subdivided as indicated by the dotted lines above. Can you give three more examples of each of the subdivisions of...

   a. People:

   b. Places:

   c. Times:

   d. Miscellaneous:

3. Judging from the following examples, when would you capitalize such titles as president, senator, general, captain, professor, doctor, and such family designations as uncle, grandfather, mother, father?

   a. The recommendations were approved by Senator (Representative, Governor, Mayor) Higgins.
   He saw the President (Senator, Congressman, Governor, mayor) walking down the street.
   When General (Colonel, Major, Captain, Sergeant, Private) Wright returned, he was given a hero's welcome.
   When the General (Captain, Sergeant) returned, he was given a hero's welcome.
   We enjoyed watching the general (colonel, major) review the troops.
   After some preliminary remarks, Judge (Doctor, Professor) Blair began his lecture.
   After some preliminary remarks, the judge (doctor, professor) began his lecture.
   The President addressed a joint session of Congress.
   The president of the First National Bank spoke to us.
   Lyndon Baines Johnson, President of the United States...
   Harold J. Walsh, president of the First National Bank...

Answers: (1) Followed by a name, titles are ((always capitalized)).
(2) Used in place of a name, titles...
are are not
(a) ___ ______ capitalized when they are felt to be important as a substitution for the person's given name.
(b) ___ ______ capitalized when they are felt to be important as a designation of prestige or rank.

Can you write three more sentences illustrating the three types of usage above?

____

____

____

b. I went to the circus with my Uncle Bob.
You are always talking about your Grandmother Barnes.
He went to the circus with his uncle.
We adored our father and mother.
We always discussed everything with Father and Mother.
We never discussed anything with father and mother.

Answers: (1) Followed by a name, family designations are ((always capitalized)).
(2) Used in place of a name, family designations...
are are not
(a) ___ _____ capitalized when preceded by my, your, his, her, our, their.
(b) ___ _____ capitalized sometimes to show affection and respect.

Can you write three more sentences illustrating the three types of usage above?

____

____

____

c. "What do you think of the recommendations, Senator?"
"We welcome you as a hero, General (Captain)."
"Some people question whether you will be reelected, Governor (Mayor)."
"We enjoyed your lecture, Professor (Doctor)."
"Will you take us to the circus, Uncle?"
"We were just talking about you, Grandfather."
"I know what you are going to say, Father (Mother)."

Answer: Used in place of a person's name while speaking to them, titles and family designations are ((always capitalized)).

4. Judging from the following examples, when would you capitalize north, south, east, and west?

Before beginning their dance the Indians bowed first toward the east and the west and then toward the north and the south.
The regional differences between the North and the South, and between the East and the West are becoming increasingly important national differences.
Northerners and Southerners have more deep-rooted differences than do Easterners and Westerners.

Answer: When the points of the compass refer to ((particular geographic regions)) or ((to the people from those regions)) they are capitalized.

Can you write three more sentences illustrating the three types of usage above?

____

____

____

5. How would you explain the contrasting use of capitalization in columns one and two?

Column 1	Column 2
I want to take Geography 2 as an elective.	I want to take geography as an elective.
You should take Geometry 1 before you take Geometry 2.	You should take plain geometry before you take solid geometry.
You should take American History while you are taking American Literature.	I have always enjoyed my courses in American history and American literature.
The Senior Prom climaxed the school-year's social events.	The senior year is a year of decision for many students.
He enjoyed English and Journalism 2.	He enjoyed English and journalism.

Answer: In the first column the capitalized words are used with ((specialized)) meaning; in the second column these words are used with ((general)) meaning; American and English are capitalized in both columns because ______________________________.

Can you write two more pairs of contrasting sentences:

______________________________ ______________________________

______________________________ ______________________________

6. Why do you suppose these once proper nouns or adnouns have become common nouns or adnouns?

tweed -- from the river Tweed that flows through the part of Scotland where this homespun woolen cloth was first woven
sandwich -- from the 4th Earl of Sandwich who once sat 24 hours gambling and kept up his strength by inventing a 'sandwich' of slices of cold beef between slices of toast
watt -- after James Watt, Scottish inventor
jersey -- from woolen, buttonless jackets made on the English Channel Island of Jersey
china -- from fine porcelain originally made in China
cashmere -- after a fine goat wool originally from Kashmir, India
turkish towel -- from heavy, rough type of towel used in Turkey

Answer: ((With constant usage and broader, more general applications, the particular origins of these words have been forgotten and their meanings have become commonized.))

Sample Exercises -- Noun Clusters, Unit II: Limiting Adnouns

Limiting Adnouns -- Part One: Introduction

1. The adnouns in both groups below are used to describe, but the adnouns in Group 2 are used with what additional meaning?

Group 1	Group 2
She was wearing a red dress.	She bought the red dress.
Mary had blue eyes.	She noticed the girl with the blue eyes.
They were quiet children.	Quiet children worry me.
The old men enjoyed themselves.	He won't hire old men.
They lived on a shady street.	He walked on the shady side.
It was a shallow pool.	He could only swim at the deep end.

Answer: The adnouns in Group 2 are used to ((limit))* as well as describe.

2. What do the following adnouns have in common with respect to their use as descriptive or limiting modifiers?

a
all
another
any
both
certain
each
either
enough
every
few
her
his
its
John's
just
many
my
neither
no
one
only
other
our
several
some
such
that
the
their
these
this
those
two
what
whatever
which
whichever
whose
your

Answer: ((All are limiting adnouns.))

a. When used as modifiers, can these words modify anything but nouns or pronouns? Yes____ No____

b. In other words, when used as limiting modifiers these words must be followed by ____________.

c. Selecting from the list above, can you give examples of those limiting adnouns which can be followed only by singular headwords?

Limiter	Headword	Limiter	Headword

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

d. Selecting from the list above, can you give examples of those limiting adnouns which can be followed only by plural headwords?

Limiter	Headword	Limiter	Headword

e. Selecting from the list above can you give examples of those limiting adnouns which can be followed by either singular or plural headwords?

Limiting Adnoun	Sing. or Pl. Headword	Limiting Adnoun	Sing. or Pl. Headword
any	boy(s)		

f. How should the following nouns and adnouns be paired so that they agree in number, and how would you use each of these clusters in a sentence?

this, kinds, sort, these, kind, sorts

g. In terms of agreement in number, what is the logic of using the following singular adnouns with the following plural headwords, and how would you use each of these noun clusters in a sentence?

another three hours, each three days, every three weeks.

Answer: Such expressions as three hours/days/weeks are treated here as a ((single unit)).

Sample Exercises -- Noun Clusters, Unit II: Limiting Adnouns con't.

Limiting Adnouns -- Part Two: Articles

1. A, an and the are the most common limiting adnouns and are called 'articles' (from the Latin artus, meaning a precise part or division of anything).

   a. Judging on the basis of the following examples, when is an used instead of a?

an a
an e
an i
an o
a u
an alley
an affect
an age
an airplane
an art
an agenda
a boy
a girl
an estate
an evening
an event
a kill
a mountain
an index
an idol
a queen
a son
an object
an office
an oath
an orbit
an oil
an ooze
an ounce
an oration
a xylophone
a zebra
an ulcer
an urge
an heir
an x-ray
an honor
an hour
a unit
a eulogy

Answer: An is used instead of a when followed by a ______________ sound.

   b. Judging on the basis of the following examples, what is true of the articles a (an) and the in terms of their use with singular and plural nouns?

a house	the house	the houses
a month	the month	the months
an occurrence	the occurrence	the occurrences
a survivor	the survivor	the survivors
a food	the food	the foods
a rock	the rock	the rocks
a beauty	the beauty	the beauties
a joy	the joy	the joys

Answer: The article a (an) is used only with ______________ nouns.
The article the is used with ____________ or ____________ nouns.

2. Which of the following nouns must be preceded by a, an or the -- that is, must be preceded by some one of the limiting adnouns listed above? Which of the following nouns need no article or limiter?

beauty
bread
cement
clown
dancing
electricity
experience
food
gravel
hand
hate
house
hunting
ignorance
increase
inhabitant
jury
legislature
love
month
nail
observatory
occurrence
penicillin
proposal
sand
survivor
top
tree
truth
water
wing

a. Must be used with a limiter:

b. Can be used without limiters -- for example:
Beauty is not skin-deep.
Bread is still the staff of life.
Cement is a relatively inexpensive building material.
Is dancing poetry in motion?
He is studying electricity.
Experience is the best teacher.
Food is less vital for sustaining life than water is.
Without gravel we can't build the road properly.

Can you use the remaining such nouns in sentences?

c. Which of these two groups is made up of nouns which are always used with countable or limitable meaning?

Answer: ((Group (a), those that must be used with a limiter.))*

d. Those nouns which can be used with uncountable meaning and therefore need no limiters are of two types. One type names material things in the mass, and a noun so used is called a 'mass noun.' The other type names ideological things in general or in the abstract, and a noun so used is called an 'abstract noun.' Can you further divide the nouns of (b) above, which need no limiters, into these two categories --

Mass Nouns		Abstract Nouns	
((bread))	((gravel))	((beauty))	((hunting))
((cement))	((penicillin))	((dancing))	((ignorance))
((electricity))	((sand))	((experience))	((love))
((food))	((water))	((hate))	((truth))

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

3. In the following examples what difference does it make whether or not an article is used?

He found the gold.	He found gold.
She knew how to cook the venison.	She knew how to cook venison.
The land was expensive.	Land was expensive.
The lumber was expensive.	Lumber was expensive.
She disapproved of the drinking.	She disapproved of drinking.
He enjoys the excitement.	He enjoyed excitement.
The brutality made him sick.	Brutality made him sick.
The music relaxed him.	Music relaxed him.
They hired the women but not the men.	They hired women but not men.
The schools were closed.	Schools were closed.
The roses made her sneeze.	Roses made her sneeze.
The weeks passed.	Weeks passed.

Answer: With an article the noun is ((individualized)).
Without an article the noun is ((generalized)).
Without articles the nouns fall into the two types of ((mass)) and ((abstract)).

4. In the following examples what difference does it make which of the two articles is used?

a girl - the girl
a gun - the gun
a place - the place
a witness - the witness
a gang - the gang
a war - the war

a change - the change
a problem - the problem
a solution - the solution
a question - the question
an answer - the answer
a dream - the dream

Here is a man to see you about the job.
Here is the man to see you about a job.

Answer: The article the is more ((definite)) than the article a (an), and for this reason ________ is referred to as the 'definite article' and ________ is referred to as the 'indefinite article.'

5. In terms of style, what effect does the addition or the repetition of an article have? What effect does the contrast of the with a have?

I mean (the) Shakespeare.
He thinks he is (a) Cary Grant.
He was the judge, the jury, and the executioner.
He is a thief, a liar, and a cheat.
He is quite the/a lady's man.
She is quite the/an actress.

Answer: Such addition, repetition or contrast of articles results in more ((emphasis, contrast, and emotional force)).

Limiting Adnouns -- Part Three: Adnouns with Apostrophes

1. The addition of an apostrophe modifies the meaning of the noun to which it is attached. In the following examples what is the modification of meaning indicated by the apostrophe -- more specifically, the apostrophe of the right-hand column is consistently the equivalent of what relationship in the left-hand column?

Answer: ((An of relationship.))

the Word of God	God's Word
the shouting of the crowd	crowd's shouting
the mark of Zorro	Zorro's mark
the coming of the President	President's coming
the tail of the dog	dog's tail
the tails of the dogs	dogs' tails
the journey of one day	day's journey
the journey of two days	days' journey
the howling of the wolf	wolf's howling
the howling of the wolves	wolves' howling
the responsibility of one	one's responsibility
the responsibilities of one	one's responsibilities
the friend of the former	former's friend
the friends of the former	former's friends
the work of either	either's work
the works of either	either's works
the length of a horse	horse's length
the length of two horses	horses' length
the eye of the needle	needle's eye
the eyes of the needles	needles' eyes
the mother of the boy	boy's mother
the mother of the boys	boys' mother
the mothers of the boys	boys' mothers

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

Noun Clusters -- Adnouns with Apostrophes

the feather of an ostrich	ostrich's feather
the feathers of an ostrich	ostrich's feathers
the feathers of the ostriches	ostriches' feathers
the success of the play	play's success
the successes of the play	play's successes
the success of the plays	plays' success
the successes of the plays	plays' successes
the record of the other	other's record
the records of the other	other's records
the record of the others	others' record
the records of the others	others' records
the duty of the soldier	soldier's duty
the duties of the soldier	soldier's duties
the duty of the soldiers	soldiers' duty
the duties of the soldiers	soldiers' duties
the tail of the ox	ox's tail
the tails of the oxen	oxen's tails
the wailing of the woman	woman's wailing
the wailing of the women	women's wailing
the reputation of the man	man's reputation
the reputation of the men	men's reputation
the reputations of the men	men's reputations
the noise of the child	child's noise
the noises of the child	child's noises
the noise of the children	children's noise
the noises of the children	children's noises
the work of a lifetime	lifetime's work
the privacy of each other	each other's privacy
the belongings of one another	one another's belongings
the name of anyone	anyone's name
the privileges of everybody	everybody's privileges
the opinion of anyone else	anyone else's opinion
the parents of my brother-in-law	brother-in-law's parents
the jurisdiction of the King of England	King of England's jurisdiction
the record of Man O' War	Man O' War's record
the children of my daughter-in-law	daughter-in-law's children
the children of my daughters-in-law	daughters-in-law's children
the philosophy of Descartes	Descartes's philosophy
the novels of Dumas	Dumas's novels
the exhaust of the bus	bus'(s)** exhaust
the color of grass	grass'(s) color
the popularity of jazz	jazz'(s) popularity
the novels of Henry James	James'(s) novels
the reputation of Jones	Jones'(s) reputation
the reputation of the Joneses	Joneses' reputation

**The underlined endings are preferred.

Noun Clusters -- Adnouns with Apostrophes

the honesty of the witness	witness'(s) honesty
the shoulders of Atlas	Atlas'(s) shoulders
the life of a governess	governess'(s) life
the voyage of Ulysses	Ulysses'(s) voyage
the genius of Archimedes	Archimedes'(s) genius
the strength of Hercules	Hercules'(s) strength
the wisdom of Socrates	Socrates'(s) wisdom

2. On the basis of these examples, what are the rules for the addition of an apostrophe to indicate this *of*-relationship of nouns?

	Add 's always	Add the ' only	Add '(s) optionally
a. Singular and plural nouns not ending in an *s* or *z* sound.....	((✓))	____	____
b. Plural nouns ending in an *s* sound..............	____	((✓))	____
c. Singular nouns ending in an *s* or *z* sound.........	____	____	((✓))
d. Simplified rule --			
Nouns ending in an *s* or *z* sound...	____	((✓))	____
All other nouns....................	((✓))	____	____

3. Whether a compound noun or pronoun is written as one word, a hyphenated word or a combination of words, to which word is the apostrophe always added?

Answer: ((The apostrophe is always added to the last word.))

4. Three of the main modifications indicated by an adnoun with an apostrophe are 'possession' of the headword, 'measurement' of the headword, and 'doer' of the action indicated by the headword. Can you list the following noun clusters under the headings appropriate for each and write three more examples of your own for each group?

the boy's mother
the crowd's shouting
a day's journey
the dog's tail
God's Word
a horse's length
the President's coming
a lifetime's work
the wolf's howling

a. Indicating 'possession':

______ ______ ______
______ ______ ______

b. Indicating 'measurement':

______ ______ ______
______ ______ ______

c. Indicating 'doer of an action':

______ ______ ______
______ ______ ______

5. Certain of the following pronouns never take an apostrophe. What group of pronouns is this?

we have neither's
" " one another's
" " everybody's
" " somebody else's
" " its replacement

they have yours
" " his
" " hers
" " ours
" " theirs

Answer: The ((personal)) pronouns never take an apostrophe.

6. Can you use the following contrasting pairs in contrasting sentences and explain the difference in the use of the apostrophe?

Tom's and Dick's fathers	Tom and Dick's father
Tom's and Dick's taxis	Tom and Dick's taxi(s)
Tom's and Dick's turns	Tom and Dick's turn(s)
Tom's, Dick's, and Harry's reports	Tom, Dick and Harry's report(s)

Answer:

The apostrophe is added	Joint Ownership	Separate Ownership
to each noun of a group to show	___	___
to the last noun of a group to show	___	___

Sample Exercises -- Noun Clusters, Unit III: Descriptive Adnouns

Descriptive Adnouns -- Part One: Positions and Relationships, Pre-Headword

1. Can you write sentences beginning with the following noun clusters?

Tasty food ____
Nutritious, tasty food ________________________________
Whole black olives __________________________________
Carefully nurtured hate ______________________________
Inexpensive, nutritious, tasty food ____________________
Imported whole black olives ___________________________
Very carefully nurtured hate __________________________

a. In terms of meaning, what three basic types of relationships between modifiers and headwords are illustrated by these noun clusters -- more specifically, can you match the following examples and the following types of relationships?

A inexpensive, nutritious, tasty food
B very carefully nurtured hate
C imported whole black olives

___ Each adnoun modifies the headword individually -- the commas representing and's.
___ Each adnoun modifies all before it from left to right.
___ Each word modifies the next word from left to right.

b. Why is it that these noun clusters do not begin with an article or any other limiter?

Answer: No article or limiter is necessary because the head nouns are used with ((mass)), ((abstract)), or ((generalized))* plural meaning.

2. Can you write sentences ending with the following noun clusters?

____ a/the man.
____________________________________ a/the handsome man.
_________________________________ a/the dark, handsome man.
__________________________ a/the California tourist attraction.
_____________________________ the seriously wounded soldiers.
_____________________________ a/the tall, dark, handsome man.
____________________ a/the popular California tourist attraction.
__________________________ the most seriously wounded soldiers.

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

Noun Cluster Relationships
Pre-Headword

a. If 1's modify heads (nutritious, tasty food / whole black olives)
(1 1 H 1 1 H printed above: nutritious, tasty, food / whole, black, olives)

2's modify 1's (carefully nurtured hate)
(2 1 H printed above: carefully, nurtured, hate)

3's modify 2's (very carefully nurtured hate)
(3 2 1 H printed above: very, carefully, nurtured, hate)

how would you label the following modifier relationships?

tall, dark, handsome man

popular California tourist attraction

most seriously wounded soldiers

b. Can you compose noun clusters of the following patterns?

1,1,1 H: ____
____

3 2 1 H: ____
____

3. The following 1 1 H noun clusters differ only in that some have a comma separating the modifiers and some do not.

a sick, despondent man	a sick old man
an attractive, intelligent girl	an attractive young girl
a frantic, vicious animal	a frantic wild animal
a tired, old politician	a tired old soldier
a charming, young housewife	a charming young woman
a raging, wild storm	a raging wild man
an old, battered hat	the expensive reenforced cement
a helpless, cowering animal	an elusive moving target
an ambitious, young man	an ambitious young man
the final, amended statement	the final amended statement
a refreshing, cold drink	a refreshing cold drink
a gray, flannel suit	a gray flannel suit
a wounded, cornered animal	an ambitious army lieutenant
a bobbing, weaving fighter	an honest car dealer
the defeated, retreating army	an irritated customs official
a snarling, wounded animal	a stirring campaign speech

a. The clusters sick, despondent man and sick old man differ only in the adnoun immediately preceding the head noun. Why does one cluster take a comma and the other not?

Answer: Old man, young girl, or wild animal can be considered as the equivalent of ((one word)) which is modified directly by the adnoun preceding it.

b. The clusters tired, old politician and tired old soldier differ only in the head noun. Why does the one cluster take a comma and the other not?

Answer: Old soldier, young woman or wild man etc. can be considered as the equivalent of ((one word)) which is modified directly by the adnoun preceding it.

c. The clusters ambitious, young man and ambitious young man are identical except for the comma. What difference in meaning or emphasis is indicated by using or not using the comma?

Answer: Using the comma indicates that ((separate)) modification is stressed. Not using the comma indicates that the head noun and adnoun immediately preceding it is stressed as a ((combination)).

d. When the head noun is modified by two verbal (verbs suffixed by -ed, -ing) adnouns in a row, what is the usual role for the comma?

Answer: The comma is usually ((used)).

e. When the head noun is modified by a noun, what is the usual result in meaning and in punctuation?

Answer: The two words usually result in a ((one-word combination)) which ((is not)) preceded by a comma.

f. Can you give other examples similar to...

a sick, despondent man etc.	a sick old man etc.
____	____
____	____
a tired, old politician etc.	a tired old soldier etc.
____	____
____	____
an ambitious, young man etc.	an ambitious young man etc.
____	____
____	____
a wounded, cornered animal etc.	an ambitious army lieutenant etc.
____	____
____	____

Noun Cluster Relationships
Pre-Article

Descriptive Adnouns -- Part Two: Positions and Relationships, Pre-Article

The most common positions for adnouns is illustrated in the noun clusters of questions two and three, Part One, above. The following noun clusters are relatively uncommon.

1. Can you write sentences beginning with the following noun clusters?

Both the men ____________________
About a (one) year ____________________
Rather a serious matter ____________________
All the handsome men ____________________
Almost a (one) full year ____________________
All the dark, handsome men ____________________
Many a California tourist attraction ____________________
Only the seriously wounded soldiers ____________________
Exactly a (one) full sabbatical year ____________________
All the tall, dark, handsome men ____________________
Such a popular California tourist attraction ____________________
Just the most seriously wounded soldiers ____________________

2. Can you write sentences ending with the following noun clusters?

____________________ too big a man.
____________________ almost exactly a (one) mile.
____________________ so talented a young man.
____________________ about exactly a (one) full mile.
____________________ just such an independent, young man.
____________________ only such an ambitious young man.
____________________ only such a carefully trained man.
____________________ almost exactly a (one) full nautical mile.
____________________ just such an aggressive, independent, young man.
____________________ only such a very carefully trained man.

3. Can you write sentences which include the following noun clusters?

(1) so forthright, honest a friend
(2) so completely prejudiced a friend
(3) so forthright honest an old friend
(4) so completely prejudiced an old friend

(1) ____________________
(2) ____________________
(3) ____________________
(4) ____________________

4. Comparing the noun clusters of this Part with those of Part One immediately preceding, would you conclude that the typical position for adnouns is...

(1) between the article and the headword? ____
(2) in front of the article? ____

Noun Cluster Relationships
Admodifiers

5. Can you compose noun clusters of the following patterns?

2	Art.	1	N
rather	a	serious	matter
quite			

1	Art.	1	1	N
all	the	dark,	handsome	men
both				

1	Art.	2	1	N
only	the	seriously	wounded	soldiers
just				

1	1	Art.	1	1	N
just	such	an	independent,	young	man
only					

1	1	Art.	2	1	N
only	such	a	carefully	trained	man
just					

2	1	1	Art.	1	N
so	forthright,	honest	an	old	friend
how					

3/2	2	1	Art.	1	N
so	completely	prejudiced	an	old	friend
how					

Descriptive Adnouns -- Part Three: Positions and Relationships, Admodifiers

1. Just as any word that adds to (modifies) a noun has been called an adnoun, so any word that adds to (modifies) a modifier will be called an admodifier -- 2's modifying 1's, 3's modifying 2's, 4's modifying 3's, etc.

	2	1	N
	exactly	a (one)	year
a	rather	serious	matter
a	completely	changed	man
a	rapidly	changing	world
a	completely	Kennedy	man

	3	2	1	N
	just	exactly	a (one)	year
an	almost	completely	changed	man
a	very	rapidly	changing	world

Noun Cluster Relationships

Admodifiers

2. The following noun clusters are common admixtures of coordinate (111) modification and subordinate (321) modification. Can you compose and use in a sentence noun clusters of the following patterns?

   a/the casual, slightly bored speaker (1,21N):

   a/the slightly bored, casual speaker (21,1N):

   a/the very prosperous tourist industry (211N):

3. Compound words used as hyphenated modifiers result in 1N patterns in form but 21N patterns in meaning. Can you write other examples patterned after the following types of compound modifiers?

   worldly-wise men
   punch-drunk fighters

   long-distance calls
   time-immemorial customs
   living-room furniture
   sugar-beet crop

   clean-shaven men
   good-looking men
   home-cooked meals
   globe-girdling bomber

   lily-white hands
   self-conscious people

   self-improvement program
   poor-farm environment
   rocking-horse motion
   remote-control system

   man-made lakes
   death-defying stunts
   ski-jumping meet
   know-nothing attitude

4. What is the difference in meaning or emphasis of --

   bright red draperies
   old country customs
   Meaning:

   bright, red draperies
   old, country customs
   Meaning:

   bright-red draperies
   old-country customs
   Meaning:

Descriptive Adnouns -- Part Four: Positions and Relationships, Post-Headword

1. As the following noun clusters illustrate, adnouns and their modifiers can come not only before the noun, but also ______________ the noun. Note that while a pronoun is seldom modified by an adnoun preceding it (all these, almost all these, too few, a very few), it is often modified by an adnoun following it.

time immemorial	I myself
nothing new	men that big
those present	nothing particularly new
those concerned	those actually present
services rendered	those directly concerned
those listening	services dutifully rendered
weeks later	those listening carefully
Tom alone	people right here
he alone	people over age
people here	those most directly concerned
everybody here	services so dutifully rendered
children today	those listening very carefully

a. Can you compose and use in a sentence noun clusters of the following patterns?

men that big (21);

____

nothing particularly new (21):

____

those directly concerned (21):

____

those listening carefully (12):

____

those most directly concerned (321):

____

those listening very carefully (132):

____

Noun Cluster Relationships
Post-Headword

b. When such noun clusters -- with the modifiers following the noun -- begin with an article or limiter, the following patterns result.

the sum total
the people responsible
the people concerned
the services rendered
the people listening
the thing to do
the people upstairs
the judge alone
a week later
the news today
the last person imaginable
the only thing possible
the people directly responsible
a man that big

the people directly concerned
the services dutifully rendered
the people right upstairs
the news this morning
the people listening carefully
the people living upstairs
the thing to do now
the people living upstairs now
the people now living upstairs
the people most directly responsible
the people most directly concerned
the services so dutifully rendered
the people listening very carefully
the thing to do right now

c. You have probably noticed that adnouns which follow their headwords are shortened or abridged forms of fuller expressions. What are the fuller expressions which have been shortened or abridged to the following underlined adnouns and their admodifiers?

the people responsible ______________________________
the people most directly responsible ______________________
the people concerned ______________________________
the people most directly concerned _______________________
the services rendered ______________________________
the services so dutifully rendered _______________________
the people listening ______________________________
the people listening very carefully ______________________
the thing to do ________________________________
the thing to do right now ___________________________
the people upstairs ______________________________
the people now living upstairs _________________________
the only thing possible ____________________________
a man that big _________________________________

d. Can you compose noun clusters of the following patterns? (For sample patterns see examples of (b) and (c) above.)

Art N 1: ____________________________________
Art 1 N 1: ___________________________________
Art N 2 1: ___________________________________
Art N 1 2: ___________________________________
Art N 1 2 2: __________________________________
Art N 2 1 2: __________________________________
Art N 3 2 1: __________________________________
Art N 1 3 2: __________________________________

Noun Cluster Relationships
Post-Headword

2. A difference in emphasis (occasionally in meaning) can be obtained by placing the modifiers of a noun cluster after instead of before the head noun. After studying the ways in which the word order of the noun clusters has been inverted in the following contrasting sentences, can you invert similar noun clusters in the remaining sentences accordingly?

Carefully nurtured hate is the basic ingredient of almost all propaganda.
Hate, carefully nurtured, is the basic ingredient of almost all propaganda.
Willfully prolonged ignorance is the scourge of mankind.
____

Home-cooked meals were brought in to the prisoners every day.
Meals, home-cooked, were brought in to the prisoners every day.
Full-grown St. Bernards weigh as much as a man.
____

The responsible townspeople would not attend the meeting.
The townspeople responsible would not attend the meeting.
The present officers are a poor lot.
____

The sick, despondent father did not know which way to turn.
The father, sick and despondent, did not know which way to turn.
The old, battered hat was one of his most prized possessions.
____

The bobbing, weaving fighters put on a fine exhibition of boxing.
____

The only possible explanation is that he does not hear well.
The only explanation possible is that he does not hear well.
The only feasible plan was to ration the water.
____

The obviously punch-drunk fighter should not have been allowed in the ring.
The fighter, obviously punch-drunk, should not have been allowed in the ring.
The continually poverty-stricken community needed help.
____

The most seriously wounded soldiers were flown to base hospitals.
The soldiers most seriously wounded were flown to base hospitals.
The most honestly advertised product is not always the one which sells the best.
____

The casual, slightly bored speaker was challenging none the less.
The speaker, casual and slightly bored, was challenging none the less.
The cold, very tired travellers were impatient with the customs officials.
____

Noun Cluster Relationships
Post-Headword

Both the men knew better.
The men both knew better.
Both the men had criminal records.

All the sick or wounded prisoners were exchanged.
The prisoners, all sick or wounded, were exchanged.
All the second-hand or home-made furniture gave the apartment a homey feeling.

We face rather a serious shortage.
We face a rather serious shortage.
He gave rather a vague report.

He was too big a man for the job.
He was a man too big for the job.
It was too big a job for one man.

We had never met so talented a young man.
We had never met a young man so talented.
We did not expect so enthusiastic an audience.

We have been looking for just such an aggressive, independent young man.
We have been looking for just such a young man, aggressive and independent.
We have been looking for just such an aggressive, independent, young man.
We have been looking for just such a man, aggressive, independent, and young.
We met not a witch but an attractive, gracious young woman.

It is a blessing to have so forthright, honest an old friend.
It is a blessing to have an old friend so forthright and honest.
Have you ever met so insensitive, unimaginative a young man?

He had won by almost exactly a mile.
He had won by almost a mile exactly.
He had won by a mile almost exactly.
They worked together for almost exactly a year.

Noun Cluster Relationships
Post-Headword

3. Conclusions:

   a. The usual position for adnouns is ((before the head noun)).

   b. The unusual position for adnouns is ((after the head noun)).

   c. Sentence elements out of their usual position call attention to ((themselves)).

   d. Therefore, an emphatic position for adnouns is ((after the head noun)).

Chapter IV. Verb Clusters

Prospectus

5	4	3	2	1	HEAD
				could	ask
				shall	ask
			could	have	asked
			shall	have	asked
		could	have	been	asked
		shall	have	been	asked
	could	have	been	going on	asking
	shall	have	been	going on	asking
could	have	been	going on	being	asked
shall	have	been	going on	being	asked
Attitude	Time		Action		

Note: If more than one helping-verb modification is involved, modifiers of attitude precede those of time precede those of action.

Note: Such helping-verb modification patterns can be further expanded by adding an adverb. The adverb still can be inserted above in any first, last, or middle position -- though most adverbs are limited to fewer positions.

General Introduction

A. A verb cluster is made up of a verb head
plus any helping-verb modifiers
plus any adverbial modifiers.

B. Head verbs.

1. In form the head verb can be:

a simple stem:	will always ask, will always sing
an infixed stem:	always sang, has always sung
a suffixed stem:	has always (been) asked, was always asked

2. In usage the head verb can signify a difference of:

number:	always asks, always sings
time:	always asked, always sings
	always sang, always has sung
action:	always was asked, always was sung
	always was asking, always was singing

C. Helping verbs.

1. Definition: A verb which limits or describes a following verb in terms of time, action, or attitude will be called a helping verb.

They are (were) gone.
They go on (keep on) trying.
They may (ought to) try.

2. In form, individual helping verbs are generally very irregular, though in the group as a whole all the verb forms are represented

simple stem: have
infixed stem: did
suffixed stem: being

3. In position, helping verb modifiers always precede the head verb and modifiers of attitude precede those of time precede those of action.

could / have been / going on being / asked

4. The helping verbs are --

a. Helping verbs of time:
shall, will, have

b. Helping verbs of action:
am, get, go on, keep (on)
(am) going (to)

c. Helping verbs of attitude:
do, shall, will, should, would
may, might, can, could
must, have (to), have got (to), am (to)
ought (to), get (to), were

Note: Some of these verbs are used not only as helping verbs with conventionalized, modification force but they are also used as head verbs in their own right with individualized, verb force:

There are flying fish.
I have ten dollars (a cold).
Get your books (the point?).
Keep the change (books).
She does good work (her duty).

5. This growing group of helping verb modifiers is part of the increasing tendency of Modern English to replace the old, word-ending system of synthetic modification with the new, separate-word system of analytic modification.

I. Helping verb modification of verbs.

A. Helping verbs of time.

1. At the affix level most verbs have
   two simple (one word) time-tense forms
   and three combining stem forms.

   a. The two simple time-tense forms are:

      1) Present time-tense forms:

ask(s)	sleep(s)
mean(s)	sink(s)
arise(s)	cost(s)

      2) Past time-tense forms:

asked	slept
meant	sank
arise	cost

   b. The three combining stem forms are:

      1) the lexical stem: ask

      2) the lexical stem plus -ing: asking

      3) the lexical stem:
         plus the suffixes -ed, -t, -en,
         plus an infixed form of the stem,
         or with no change of stem:
         asked, meant, arisen; slept, sunk; cost

2. At the cluster level
   the simple present and past forms
   of have and shall combine with
   the stem or -ed form of the head verb
   to signify the other major modifications
   of compound past and future times:

Compound Tense Forms

Modifier		Head		Affix		Example	Signification	
have	+	stem	+	-ed	=	have asked	present past	past time-tenses
had	+	stem	+	-ed	=	had asked	past past	
shall/will	+	stem			=	shall ask	future	future time-tenses
shall have	+	stem	+	-ed	=	shall have asked	future past	

3. The times signified by the time-tense forms
   are not absolute, but they are relative --

   a. Relative to the point of view of the speaker-writer:

      from a present point of view
         time present =he asks
         time past =he asked, he has asked
         time future =he will ask

      from a past point of view
         time present =he asked
         time past =he had asked
         time future =he would ask

      from a future point of view
         time present =he will ask
         time past =he will have asked
         time future =a matter of additional
            helping verb and adverb modifiers
               he will keep asking
               he will have to ask
               he will not yet have asked

   b. Relative to one another -- sequence of tense relationships:

Sequence of Tenses

Past ←------Past-------→ Present			Present	Past ←-Future--→ Future	
Past Past	Past	Present Past	Present	Future Past	Future
he had asked	he asked	he has asked	he asks	he will have asked	he will ask

Note: Analagous present and past variations of the future are:
He says that he will leave tomorrow.
He said that he would leave tomorrow.

   c. Generally, contemporaneity is the rule of sequence of tense
      present tenses follow present tense, past tenses follow past
      unless there is a definite shift in contextual meaning:
         He says he is sick. He is sick and he knows it.
         He said he was sick. He was sick and he knew it.
         He says he will try. He will try and he will fail.
         He said he would try. He would try and he would fail.
         He says he has tried. He has tried and he has failed.
         He said he had tried. He had tried and he had suceeded.

4. Time-tense usages in which the names of the forms (tenses) and their meanings (times) coincide --

Future tense usage -- to indicate an action or state as yet to happen or exist in the future:
He will ask for my opinion (tomorrow, he says).

Note: Formal usage prescribes --
I, we shall / you, he, she, it, they will

Future-past tense usage -- to indicate an action or state to be completed at or before another future action or state:
He will have asked for my opinion (before I am ready).

Present tense usage -- to indicate an action or state as now going on or now existing:
I ask for your opinion (now).

Present-past tense usage -- to indicate an action or state as not wholly past but ending at or continuing into the present:
He has asked for my opinion (again).

Past tense usage -- to indicate an action or state as wholly past or regularly completed in the past:
He asked for my opinion (at the time).

Past-past tense usage -- to indicate a past action or state as completed at or before another past action or state:
He had asked for my opinion (before I was ready).

Note: The Past is the common tense for narration of contemporaneous past events.

5. Time-tense usages in which the names of the forms (tenses) and their meanings (times) do not coincide --

a. The present tense form can indicate other meanings than 'time now' indeed, unmodified by any time infixes, suffixes, or helping verbs, this form more than any other is 'free' to be modified by context:

1) The timeless (habitual, customary, repetitious, 'general truth,' manuscript) present:
He smokes, drinks, and eyes the ladies.
He visits Europe every summer.
Truth is stranger than fiction.
Aristotle writes... It says in the Bible...

2) The dramatic or historical present:
The tank comes on firing point-blank at us.
The Normandy beachhead begins inauspiciously.

3) Future time:
He leaves tomorrow. It is certain to show up.

4) Future-past time:
When he comes we shall start.
Call me as soon as the plane lands.

5) Present-past time (when the situation seems of present importance or is still continuing in the present):
I hear that you have been ill.
It is ten years now that we have been together.

b. The past tense form is often used to indicate past-past time:
Before the climbers left for the summit, they (had) established radio contact.
After the climbers (had) reached the summit, they radioed their base camp.

6. Have got and some of the helping verbs of attitude
although past tense in form
have lost almost all past time force in meaning:
I have got a cold. (present force)
I might (must, ought to, should, could) ask him. (attitude force)

7. Am to may sometimes lose
all connotation of necessity-obligation
and express only present or future time:
You are to blame. The best is to come.

B. Helping verbs of action.

In addition to the active signification (the norm) of verbal action
there are four other basic action modifications of verbs
signified by contrasting combinations of
helping verb modifiers of action
plus head verb combining forms.

(1) Active action
(2) Passive action
(3) Progressive action
(4) Continuative action
(5) Prospective action

1. The Active signification of a verb is indicated by
the time-tense combinations above,
the norm of further action modifications.

2. The Passive modification of a verb
is signified by a combination of
the time-tense forms of be (or get)
plus the -ed form of the head verb.

Passive Action:

Time Be (Get)	Passive (-ed) Head		
am	asked		
was	"		
have	been	asked	
had	"	"	
shall/will	be	"	
shall/will	have	been	asked

a. Passive action indicates a modification of action or result with reference to the subject of the helping verb be (get):
John was punished because his watch was broken.

1) The force of passive modification ranges from emphasis on the action to emphasis on the result.

Action Emphasis	Result Emphasis
They were married in June.	They had been married ten years.
The children were dressed every morning.	The children were dressed beautifully.

2) Unless clarified by context, the meaning can be ambiguous:

His spirit was broken.	The gun was loaded.
The house was painted.	He was exhausted.

b. Passive modification is useful --

1) When it is not possible, desirable, or necessary to mention the doer of the action.
He was killed during the war.
Your bill has been paid.
He was elected mayor.

2) When it is desirable to emphasize the object of an active verb.
The ship was pounded to pieces by the waves.

c. Get is used instead of be --

1) Occasionally when ambiguity can be clarified by using get instead of be to indicate action:
The house was painted. The house got painted.

2) When the awkwardness of be-being forms can be avoided by using getting instead of being:
The house will be getting painted.
The house will be being painted.

3. The Progressive modification of a verb
is signified by a combination of
the time-tense form of be
plus the -ing form of the head verb.

Progressive Action:

Time Be	Progressive (-ing) Head		
am	asking		
was	"		
have	been	asking	
had	"	"	
shall/will	be	"	
shall/will	have	been	asking

a. Progressive action modification indicates
action in progress at the moment
thus emphasizing incomplete action
and thus sometimes called the 'lively' verb form:
(What does he do?) He writes. / He is writing.

b. The progressive-action forms in
varying combinations of form and context can
connote various overlappings of past, present, and future:
The boy is always crying. (past, present, and future)
The boys have been practicing judo lately. (past, present, and future)

c. Occasionally future force dominates any present or past ramifications:
Christmas is coming.
We are attacking at dawn.
We were attacking at dawn.

d. The head verb, depending upon
its lexical meaning and upon the context
may not be capable of progressive modification
or capable only to a limited extent:
I am expecting a visitor.
I (am knowing) him.
I am repairing our lawnmower.
I am prescribing a long rest.
I am killing our turkeys.

4. The Continuative modification of a verb
   is signified by a combination of
   the time-tense forms of go on, keep (on)
   plus the -ing form of the head verb.

Continuative Action:

Time Go On, Keep (On)	Progressive (-ing) Head		
go on	asking		
went on	"		
keep (on)	"		
kept (on)	"		
have	gone on	asking	
had	" "	"	
shall/will	go on	"	
have	kept (on)	"	
had	" "	"	
shall/will	keep (on)	"	
shall/will	have	gone on	asking
shall/will	have	kept (on)	"

a. Continuative action modification indicates
   not only that action is in progress at the moment
   but specifically denotes action to continue
   thus emphasizing continuous action:
   He is asking for my opinion.
   He goes on (keeps) asking for my opinion.

b. To indicate continuous action, occasionally the future time-tense forms can be used:
   He would scan the horizon for hours. Children will be children.

c. Similarly: used to plus the stem form of the head verb
   signifies continuous past action, completed:
   He used to fish all the time.

d. Go in this construction
   used figuratively as a continuative modifier
   retains almost no trace of its literal force of motion.

5. The Prospective modification of a verb is signified by a combination of --

a. The Progressive form of go plus the to-stem form of the head verb.

Prospective action:

Progressive form of Go				To-Stem
am	going			to ask
was	going			" "
have	been	going		to ask
had	been	going		" "
shall/will	be	going		" "
shall/will	have	been	going	to ask

b. The time-tense forms of get plus going or started.

Prospective action:

Time form of Get			Going/Started
get			going/started
got			" "
have	got		going/started
had	got		" "
shall/will	get		" "
shall/will	have	got	going/started

1) Prospective action modification indicates action to be started in the future thus emphasizing prospective action:
He is going to ask for my opinion.

2) Going in this construction used figuratively as a prospective modifier retains some traces of its literal force of motion:
I am going blind.

Action Modification: Summary

Designation		Action Modifiers		Head
Passive	=	Time modification of Be (Get)	+	Passive (-ed)
Progressive	=	Time modification of Be	+	Progressive (-ing)
Continuative	=	Time modification of Go On, Keep (on)	+	Progressive (-ing)
Prospective	=	Progressive modification of Go	+	To-stem
	=	Time modification of Get	+	Going or Started

6. These action modification patterns can be further expanded by combining them as follows:

Progressive - Passive
Continuative - Progressive - Passive
Prospective - Progressive - Passive

a. The Progressive - Passive:

Progressive forms of Be (Get)				Passive (-ed) Head
am	being			asked
was	being			"
have	been	being		asked
had	been	being		"
shall/will	be	being		"
shall	have	been	being	asked

b. The Continuative - Passive:

Continuative forms of Be				Passive (-ed) Head
go on	being			asked
went on	being			"
keep (on)	being			"
kept (on)	being			"
have	gone on	being		asked
had	gone on	being		"
shall/will	go on	being		"
have	kept (on)	being		"
had	kept (on)	being		"
shall/will	keep (on)	being		"
shall/will	have	gone on	being	asked
shall/will	have	kept (on)	being	"

The Continuative - Progressive:

Progressive forms of Go On, Keep (On)				Progressive (-ing) Head
am	going on			asking
was	going on			"
(am	keeping (on)			")
(was	keeping (on)			")
have	been	going on		asking
had	been	going on		"
shall/will	be	going on		"
(have	been	keeping (on)		")
(had	been	keeping (on)		")
(shall/will	be	keeping (on)		")
shall/will	have	been	going on	asking
(shall/will	have	been	keeping (on)	")

The Continuative - Progressive - Passive:

Continuative forms of Be			Passive (-ed) Head		
am	going on	being	asked		
was	going on	being	"		
am	keeping (on)	being	"		
was	keeping (on)	being	"		
have	been	going on	being	asked	
had	been	going on	being	"	
shall/will	be	going on	being	"	
have	been	keeping (on)	being	"	
had	been	keeping (on)	being	"	
shall/will	be	keeping (on)	being	"	
shall/will	have	been	going on	being	asked
shall/will	have	been	keeping (on)	being	"

c. The Prospective - Passive

Prospective (Going To) forms of Be			Passive (-ed) Head		
am	going	to be	asked		
was	going	to be	"		
have	been	going	to be	asked	
had	been	going	to be	"	
shall/will	be	going	to be	"	
shall/will	have	been	going	to be	asked

The Prospective - Progressive:

Prospective (Going To) forms of Be			Progressive (-ing) Head		
am	going	to be	asking		
was	going	to be	"		
have	been	going	to be	asking	
had	been	going	to be	"	
shall/will	be	going	to be	"	
shall/will	have	been	going	to be	asking

The Prospective - Progressive:

Progressive forms of Get		Going/Started		
am	getting	going/started		
was	getting	" "		
have	been	getting	going/started	
had	been	getting	" "	
shall/will	be	getting	" "	
shall	have	been	getting	going/started

C. Helping Verbs of Attitude

In addition to the indicative signification (the norm) of verbal attitude
there are four other basic attitude modifications of verbs
signified by contrasting combinations of
helping verb modifiers of attitude,
plus head verb combining forms.

(1) Indicative - Matter-of-fact
(2) Emphasis - Contrast
(3) Necessity - Obligation
(4) Possibility - Probability
(5) Desire - Determination
Suggestion - Command

1. The Indicative - Matter-of-Fact signification of a verb
is signified by the time and action combinations above,
the norm of further attitude modifications.

a. In attitude combinations the contrasting present and past forms
shall-should, will-would, can-could, may-might, was-were
often do not signify contrasting times, but contrasts in
forthrightness and modesty, possibility and impossibility
the present forms connoting forthrightness and possibility
the past forms connoting modesty and impossibility:
You may try. You might try.

b. For pointed reference to the past
the have form must be used:
You may have tried. You might have tried.

c. In sequence of tense involving past times
no distinction of time or of attitude is applicable:
He said that I might try.

2. A Modification of Emphasis - Contrast can be signified by do/did.

Emphatic Attitude:

do	take
did	take

3. A modification of Necessity - Obligation can be signified by must, have to, have got to, should, ought to, am to.

Necessity-Obligation:

must	attack		
have, has to	"		
had to	"		
have got to	"		
should	"		
ought to	"		
am to	"		
was to	"		
have	had to	attack	
had	" "	"	
shall/will	have to	"	
should/would	" "	"	
shall/will	have	had to	attack

a. Necessity which was not acted upon is signified by should + have, ought to + have, am to + have.

Necessity-Not-Acted Upon:

should	have	attacked
ought to	"	"
was to	"	"

b. Have to can be Progressive.

Progressive Necessity:

am	having to	attack		
was	" "	"		
have	been	having to	attack	
had	"	" "	"	
shall/will	be	" "	"	
shall/will	have	been	having to	attack

4. A modification of Possibility - Probability can be signified by shall-should, will-would, ought to, can, could, may, might.

a. Judgment of Possibility.

Possibility:

shall	arrive	
should	"	
will	"	
would	"	
ought to	"	
can	"	
could	"	
may	"	
might	"	
should	have	arrived
would	"	"
ought to	"	"
(can	"	")
could	"	"
may	"	"
might	"	"

b. Judgment of Impossibility is signified by were with first and third person singular.

Impossibility:

(if I) were (to)	attack, attacking, attacked
(if he) were (to)	" " "

5. A modification of Desire - Determination - Suggestion - Command can be signified by a range of modifying verbs of different degrees of intensity.

a. Determination is signified by will with the first person.

Determination:

(I) will	attack
(we) "	"

1) Provisional Determination is signified by would with the first person.

Provisional Determination:

(I) would	attack	
(we) "	"	
(I) "	have	attacked
(we) "	"	"

2) Modest Determination is signified by should with the first person.

Modest Determination:

(I) should	hesitate	
(we) "	"	
(I) "	have	hesitated
(we) "	"	"

b. Command is signified by shall with the second and third persons.

Command:

(you) shall	attack
(he) "	"
(you) "	"
(they) "	"

1) More modest command is signified by will with the second and third persons.

Modest Command:

(you) will	attack
(he) "	"
(you) "	"
(they) "	"

2) Action modifier can appear in commands.

a) Commands can be Progressive.

Progressive Command:

(you) are	attacking
(he) is	"
you will be	"
he " "	"
you shall be	"
he " "	"

b) Commands can be Passive.

Passive Command:

(you) be	guided
(you) get	shaved

c) Commands can be Continuative.

Continuative Command:

go on	attacking
keep (on)	"

d) Commands can be Prospective.

Prospective Command:

get	going
"	started

e) Passive, Continuative, and Prospective Commands in turn can be modified by do which here seems to lessen rather than intensify the force of command.

Do-Commands:

do be	guided
do go on	talking
do keep (on)	"
do get	going
" "	started

3) Commands can be a blend of Necessity, Possibility, and Permission.

a) Command - Necessity is signified by must, have to, have got to, should, ought to with second and third persons.

Command-Necessity:

must	attack
have-has to	"
will have to	"
have-has got to	"
should	"
ought to	"

b) Command - Possibility is signified by might -- a very mild command.

Command-Possibility:

might	try

c) Command - Permission is signified by can, may.

Command-Permission

can	attack
may	"

c. Question form can further soften a command:

Shall we wait? Would you wait?
Will you wait? Won't you wait?

6. A modification of Permission - Causation can be signified by -- (though such constructions may be better interpreted as verb plus object)

a. may, (can)

may	leave
can	leave

b. get to

get to	travel		
got to	"		
have	gotten to	travel	
had	" "	"	
shall/will	get to	"	
should/would	" "	"	
shall/ will	have	gotten to	travel

c. get, have + substantive + passive form of head verb:

get	him/the story	reported		
have	" " "	"		
got	" " "	"		
had	" " "	"		
have	gotten	him/the story	reported	
"	had	" " "	"	
had	gotten	" " "	"	
"	had	" " "	"	
shall/will	get	" " "	"	
" "	have	" " "	"	
should/would	get	" " "	"	
" "	have	" " "	"	
shall	have	gotten	him/the story	reported
"	"	had	" " "	"

II. Adverb modification of verbs.

A. Definition: Any word used to modify a verb in and by itself
will be called an adverb, regardless of its
possible uses in other constructions:
He went slowly (fast, yesterday, home).
He came home sick and tired.
He was born rich and died poor.
He was born a prince and died a pauper.
He left discouraged and returned cheered.
He came laughing and left crying.
He came to listen and rose to speak.

1. The term 'ad-verb' will be reserved for this verb modification only,
analagous to 'ad-noun' reserved for noun modification only
(and will not be applied to modifiers of modifiers or of sentences).

2. Also, this definition would emphasize as adverbial positions
those immediately preceding or following the head verb or
those immediately preceding or following a helping verb.

a. The further from the verb a modifier is positioned
the less force it is likely to have as a verb modifier
the more force it is likely to have as a noun or sentence modifier
or as both a verb and noun or sentence modifier.
Only John knew the man's name.
John only knew the man's name.
John knew only the man's name.
John knew the man's name only.

b. The pre and post verb positions are ones
where a modifier is most likely to have the force of
modifying the verb in and by itself,
though even in these positions the modifier
may involve the modification of
nouns or the sentence as a whole.

c. The end sentence position will be included here
for the sake of contrasting pre and post verb modification
particularly when the so-called adverb is separated
from its head word by intervening verb completers
and is more often a sentence modifier rather than a verb
modifier.

d. The complete range of position and force
of the movable (so-called 'adverb') modifiers
will be taken up under Phrases, Clauses and Abridgements.

B. In form --

1. The head verb can be any form of a verb.

2. The adverb can be --

a. One word,

an -ly or plain form:
He fell slowly (down).
falling or to fall slowly (down)
positive, comparative, or superlative
He fell hard (harder, hardest)
falling or to fall hard (harder, hardest)

b. A group of words,
to be taken up under Phrases, Clauses, and Abridgements.

C. In usage, simple adverbs modify in terms of --

1. Time (When? How Long?):

a. Specific time: yesterday, today, tomorrow, etc.
b. General time: formerly, lately, recently, presently, shortly, eventually, soon, immediately, already, still, just, now, then, etc.
c. Frequency: often, seldom, frequently, rarely, sometimes, occasionally, always, never, regularly, usually, generally, continually, once, twice.

2. Place, Location, Direction, Arrangement (Where?): here, there, in, out, away, up, down, around, first, second, anywhere, everywhere, somewhere, nowhere, etc.

3. Degree, Amount, Extent (How Much?): nearly, almost about, only, scarcely, hardly, quite, etc.

4. Manner (How?):

a. Descriptive Manner: quickly, slowly, harshly, smoothly, strongly, weakly, slow, fast, accidentally, better, etc.
b. Provisional Manner: probably, possibly, undoubtedly, actually, admittedly, somehow, etc.

5. Negation: not.

D. In position --

1. With reference to stress.

a. Adverbs can come immediately before or after the head verb which is normally felt to be the stressed element of the cluster:

He had immediately (frequently, nearly, slowly, probably) fallen.

He had fallen yesterday (immediately, frequently, down, slowly, probably).

Note: Following even the shortest completer, the 'adverb' tends to modify the sentence as a whole:

He had done it yesterday (immediately, frequently, nearly, slowly, probably).

b. Adverbs can come before the helping verbs if there is reason to stress the combination as a whole or if there is reason to stress a particular helping verb:

He eventually (never, probably) would have fallen.
He eventually (never, probably) would have done it.
He finally (frequently, nearly, probably) did fall.
He finally (frequently, nearly, probably) did do it.

c. Adverbs can come within the helping verb sequence if there is reason to stress the following time or action combination as a whole, or if there is reason to stress the adverb itself:

He might already have fallen, for all we know.
There was no question that he had recently been hiding there, but where is he now?

2. With reference to the meaning divisions of adverbs.

a. Adverbs of Place almost always follow the verb:

It fell here (there, in, out, away, down, everywhere).
I put it here (there, in, out, away, down, everywhere, first).
I here declare... (rare)

b. Adverbs of Degree almost always precede the verb:

I nearly (almost, about, only, hardly) fell.
I nearly (almost, about, only, hardly) hit him.

1) In end position Degree modifiers have the force of sentence modifiers rather than verb modifiers:

I fell nearly (almost).
I hit him nearly (almost).

2) Degree modifiers tend to modify
   what they precede
      rather than what they follow:
         He met nearly (almost, about) everybody.
         He met hardly anybody.
         He hired only men.

c. Adverbs of Specific Time usually follow the verb:
   I fell yesterday (today).
   I met him yesterday (today).
   I will meet him tomorrow.

d. Most adverbs of General Time, Frequency and Manner
   can either precede or follow the verb.

1) Generally speaking these modifiers have
   more adverbial force before the verb
   more sentence modification force after the verb.

2) Note the lack of pause between adverb and head
   when the adverb precedes, but the tendency to pause
      when the adverb follows.

General Time:

I recently (presently, eventually, soon, just) fell.
I recently (presently, eventually, soon, just) met him.
I fell recently (presently, eventually, immediately).
I met him recently (presently, eventually, immediately).

Frequency:

I often (seldom, frequently, rarely, sometime, occasionally, always, never, usually, generally, continually) fell.
I often (seldom, frequently, rarely, sometimes, occasionally, always, never, usually, generally, continually) met him.
I fell often (frequently, rarely, sometimes, occasionally, regularly, usually, generally, continually, once).
I met him often (frequently, rarely, sometimes, occasionally, regularly, usually, generally, continually, twice).

Manner Descriptive:

I quickly (slowly) fell.
I quickly (slowly) drew my gun.
I fell quickly (slowly).
I drew my gun quickly (slowly).

Manner Provisional:
I probably (possibly, undoubtedly, admittedly, somehow) fell.
I probably (possibly, undoubtedly, admittedly, somehow) knew him.
I fell probably (possibly, undoubtedly, admittedly, somehow).
I knew him probably (possibly, undoubtedly, admittedly, somehow).

e. Some adverbs have fixed positions:
He just (=just now) left. He just (=just now) called you.
I never understood him.
He just (barely) survived. He just (barely) caught his train.
I quite (about) agree. I quite (about) understand your problem.
He drove fast (slow). He drove the car fast (slow).
He played better (some). He played the piano better (worse).
He plays badly. He plays the piano badly.

f. Adverbs of time usually follow adverbs of place:
We met there yesterday.
We met him there yesterday.

E. Summary.

1. Adverbs encompass a range of verb modification --

a. At one extreme are adverbs of Manner and Degree which modify or qualify the action itself and are more likely to modify the verb per se:
I quickly drew my gun. (Descriptive Manner)
I probably knew him. (Provisional Manner)
I nearly hit him. (Degree)

b. At the other extreme are adverbs of Time and Place which modify in terms of the circumstances rather than in terms of the action itself and are more likely to modify the sentence as a whole:
I met him yesterday. (Specific Time)
I met him recently. (General Time)
I met him frequently. (Frequency)
I met him everywhere. (Place)

2. The preverb position is more closely associated with the action in itself or the verb.
   The postverb position is more closely associated with the situation as a whole or the sentence.

3. When there is a choice --

preverb position is:	postverb position is:
more pointed	more general
more immediate	more retrospect
more an involvement	more an observation
more animated	more narrated
more qualifying	more descriptive
I quickly drew my gun.	I drew my gun quickly.
I probably knew him.	I knew him probably.
I nearly hit him.	I hit him nearly.
I recently met him.	I met him recently.
I frequently met him.	I met him frequently.

4. Usual adverb position:

Preverb	Verb	Postverb
Degree	Verb	Place
	Verb	Specific Time
Manner	Verb	Manner
General Time	Verb	General Time
Frequency	Verb	Frequency

Sample Exercises -- Verb Clusters, Unit I: Helping Verb Modification

Helping Verbs -- Part One: Introduction

1. The following combinations of headwords and their modifiers are verb clusters. The headwords of these clusters are verbs, and the modifiers treated in this unit are helping verbs. Various combinations of helping verbs and head verbs result in three basic modifications of verbal meaning. Which of the following groups involve a modification of Time primarily, a modification of Action primarily, a modification of Attitude primarily?

Group One, Modifications of _______________:

have	+	baked	I have baked a cake.
has	+	"	She has baked a cake.
had	+	"	She had baked a cake.
shall	+	bake	We shall bake a cake.
will	+	"	She will bake a cake.

Group Two, Modifications of _______________:

am	+	given	I am given no choice.
are	+	"	You are given no choice.
is	+	"	He is given no choice.
was	+	"	She was given no choice.
were	+	"	They were given no choice.
get	+	uprooted	They get uprooted by the wind.
gets	+	"	It gets uprooted by the wind.
got	+	"	It got uprooted by the wind.
am	+	trying	I am trying.
are	+	"	We are trying.
is	+	"	He is trying.
was	+	"	She was trying.
were	+	"	You were trying.
keep (on)	+	trying	We keep (on) trying.
keeps (on)	+	"	He keeps (on) trying.
kept (on)	+	"	I kept (on) trying.
go on	+	"	We go on trying.
goes on	+	"	He goes on trying.
went on	+	"	I went on trying.

Group Three, Modifications of _______________:

do	+	study	I do study.
does	+	"	He does study.
did	+	"	We did study.

Helping Verbs

Group Three (Continued)

must	+	remain	You must remain.
have to	+	"	We have to remain.
has to	+	"	It has to remain.
had to	+	"	I had to remain.
have got to	+	"	You have got to remain.
has got to	+	"	She has got to remain.
should	+	"	You should remain.
ought to	+	"	They ought to remain.
am to	+	"	I am to remain.
are to	+	"	You are to remain.
is to	+	"	He is to remain.
was to	+	"	She was to remain.
were to	+	"	They were to remain.
should	+	arrive	We should arrive by noon.
would	+	"	You would arrive by noon.
can	+	"	I can arrive by noon.
could	+	"	I could arrive by noon.
may	+	"	He may arrive by noon.
might	+	"	He might arrive by noon.
ought to	+	"	They ought to arrive by noon.
shall	+	attack	You shall attack.
would	+	insist	I would insist.
should	+	like	I should like to stay.

a. Listing each helping verb only once, and listing only the first form when a particular verb has several spellings, what are the helping verbs?

((have))
((shall))
((will))
((am))
((get))
((keep (on)))
((go on))
((do))
((must))
((have to))
((have got to))
((ought to))
((am to))
((can))
((could))
((may))
((might))
((would))
((should))*

b. The following helping verbs have more than one use. What are the other examples of their usage, and what modifications are indicated by each use -- Time, Action, or Attitude?

Examples	Modification
We shall bake a cake.	((time))
((You shall attack.))	((attitude))
I am given no choice.	((action))
((I am trying.))	((action))

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

Helping Verbs

Examples	Modification
You would arrive by noon.	((attitude))
((I would insist.))	((attitude))
You should remain.	((attitude))
((We should arrive by noon.))	((attitude))
((I should like to stay.))	((attitude))
They ought to remain.	((attitude))
((They ought to arrive by noon.))	((attitude))

c. How would you define a helping verb?

Answer: ((A helping verb is a verb used to limit or describe a following verb in terms of time, action or attitude.))

2. Some of the verbs listed above can also be used as head verb. In the following sentences can you distinguish when the underlined verb is being used as a helping verb and when it is being used as a head verb?

	Helping Verb	Head Verb
I have a cold.		
I have had a cold.		
I have had a cold.		
They haven't got a chance.		
It has four speeds.		
They had a quarrel.		
Have pity.		
I am what I am.		
There are flying fish.		
The fish are flying.		
How are you?		
They were here yesterday.		
He was upset.		
It is a pity.		
Get your books.		
You don't get the point.		

	Helping Verb	Head Verb
I am getting sick.		
They got caught.		
They got away.		
You will get sick.		
When did you get here?		
Keep quiet.		
She kept the change.		
We are keeping the peace.		
They kept laughing.		
I can't keep a secret.		
She did her best.		
She did do her best.		
She did do her best.		
I am doing you a favor.		
We didn't know them.		
They don't fit.		

3. Only certain helping verbs can directly precede certain forms of the head verb, and only certain helping verbs can directly precede one another.

   a. What are the only three helping verbs that can directly precede a head verb whose stem is suffixed by -ed? (See #1 above.) Can you write one sentence illustrating the use of each type?

Answer:

Helping Verbs	*-ed* Head	Examples
((have etc.))	asked	
((am/be etc.))	"	
((get etc.))	"	

b. What are the only three helping verbs that can directly precede a head verb whose stem is suffixed by *-ing*? (See #1 above.) Can you write one sentence illustrating the use of each type?

Answer:

Helping Verbs	*-ing* Head	Examples
((am/be etc.))	asking	
((keep (on) etc.))	"	
((go on etc.))	"	

c. What are the fourteen helping verbs that can directly precede the stem of the head verb? (See #1 above.) Can you write one sentence illustrating the use of each type?

Answer:

Helping Verbs	Stem of Head	Examples
((shall))	ask	
((should))	"	
((will))	"	
((would))	"	
((can))	"	
((could))	"	
((may))	"	
((might))	"	
((must))	"	
((ought to))	"	
((have to))	"	
((am to))	"	
((have got to))	"	
((do))	"	

d. When more than one helping verb is involved in limiting or qualifying thehead verb, the following order of helping verbs results. (*Shall* and *will* are entered not in the Time column but in the Attitude column where they originated as verbs of Attitude about the future and only later became helping verbs of future Time. In other words, *shall* and *will* take the same position as all verbs of Attitude -- preceding all other helping verbs of a given cluster.)

Attitude →	Time →	Action →	Head verb
shall	have	am/be	asking
should		keep (on)	"
will		go on	"
would		am/be	asked
can		get	"
could			"
may			
might			
must			
ought to			
have to			
am to			
have got to			
do			

Can you write ten sentences, each with a verb cluster involving a verb of Attitude together with a verb of Time together with verb of Action?

Example: I should have kept (on) running.

Sample Exercises -- Verb Clusters, Unit I: Helping Verb Modification con't.

Helping Verbs -- Part Two: Helping Verbs of Time

1. At the affix (infix and suffix) level the following contrasts of form and meaning were pointed out.

TIME-TENSE PRESENT	TIME-TENSE FUTURE	TIME-TENSE PAST (Simple)	TIME-TENSES PAST (Modified)
ask	shall/will ask	asked	have, has/had asked
try	shall/will try	tried	have, has/had tried
rake	shall/will rake	raked	have, has/had raked
burn	shall/will burn	burned(t)	have, has/had burned(t)
dig	shall/will dig	dug	have, has/had dug
hang	shall/will hang	hung	have, has/had hung
strike	shall/will strike	struck	have, has/had struck
swing	shall/will swing	swung	have, has/had swung
feed	shall/will feed	fed	have, has/had fed
read	shall/will read	read	have, has/had read
find	shall/will find	found	have, has/had found
fight	shall/will fight	fought	have, has/had fought
hold	shall/will hold	held	have, has/had held
shine	shall/will shine	shone	have, has/had shone
shoot	shall/will shoot	shot	have, has/had shot
sit	shall/will sit	sat	have, has/had sat
slide	shall/will slide	slid	have, has/had slid
stand	shall/will stand	stood	have, has/had stood
sell	shall/will sell	sold	have, has/had sold
catch	shall/will catch	caught	have, has/had caught
feel	shall/will feel	felt	have, has/had felt
teach	shall/will teach	taught	have, has/had taught
buy	shall/will buy	bought	have, has/had bought
bring	shall/will bring	brought	have, has/had brought
break	shall/will break	broke	have, has/had broken
speak	shall/will speak	spoke	have, has/had spoken
get	shall/will get	got	have, has/had gotten
tread	shall/will tread	trod	have, has/had trodden
choose	shall/will choose	chose	have, has/had chosen
tear	shall/will tear	tore	have, has/had torn
bear	shall/will bear	bore	have, has/had borne
lie	shall/will lie	lay	have, has/had lain
run	shall/will run	ran	have, has/had run
come	shall/will come	came	have, has/had come

Helping Verbs of Time

TIME-TENSE PRESENT	TIME-TENSE FUTURE	TIME-TENSE PAST (Simple)	TIME-TENSES PAST (Modified)
forsake	shall/will forsake	forsook	have, has/had forsaken
fall	shall/will fall	fell	have, has/had fallen
forbid	shall/will forbid	forbade	have, has/had forbidden
give	shall/will give	gave	have, has/had given
drive	shall/will drive	drove	have, has/had driven
slay	shall/will slay	slew	have, has/had slain
draw	shall/will draw	drew	have, has/had drawn
see	shall/will see	saw	have, has/had seen
go	shall/will go	went	have, has/had gone
blow	shall/will blow	blew	have, has/had blown
swell	shall/will swell	swelled	have, has/had swollen
drink	shall/will drink	drank	have, has/had drunk
swim	shall/will swim	swam	have, has/had swum
fly	shall/will fly	flew	have, has/had flown

a. Can you write five contrasting sentences demonstrating the five time-tense categories illustrated by the contrasting affix and helping verb combinations above?

Example:	Answer:
Present: I ask his forgiveness.	
Future : I shall ask his forgiveness.	
Past : I asked his forgiveness.	
Past : I have asked his forgiveness.	
Past : I had asked his forgiveness.	

b. A sixth time-tense is formed by combining shall and have -- the helping verbs indicating future and past times -- thus resulting in a time-tense indicating one future event completed before another future event. Can you write other examples similar to --

I (we) shall have left by the time the guests will arrive.
You (he, she, it, they) will have finished before the others begin.

2. Verbs have three forms or 'principal parts' which are used to indicate time -- the 'stem' or 'present' time-tense form, the 'past' time-tense form and the 'past participle' (part verb, part modifier) form.

   a. Regular verbs have two different spellings or 'principal parts.' Can you give other examples similar to --

PRESENT	PAST	PAST PARTICIPLE
ask	asked	(asked)

   b. Irregular verbs have sometimes two and sometimes three spellings or 'principal parts.' Can you give other examples similar to --

PRESENT	PAST	PAST PARTICIPLE
dig	dug	(dug)
sell	sold	(sold)
drink	drank	drunk
fall	fell	fallen
break	broke	broken

   c. The Present and Past time-tenses are formed by affix (suffix or infix) changes.

   Present Tense -- consisting of the stem or the stem plus the suffix -s.

I	ask	dig	sell	break	fall	drink
you	"	"	"	"	"	"
he, she, it	" -s	" -s	" -s	" -s	" -s	" -s
we	"	"	"	"	"	"
you	"	"	"	"	"	"
they	"	"	"	"	"	"

   Past Tense -- consisting of the stem plus -ed or stem plus an infix change.

I	asked	dug	sold	broke	fell	drank
you	"	"	"	"	"	"
he, she, it	"	"	"	"	"	"
we	"	"	"	"	"	"
you	"	"	"	"	"	"
they	"	"	"	"	"	"

Helping Verbs of Time

d. The other four major time-tenses are relative to the Present and Past time-tenses and are formed by helping verbs plus the stem or past participle forms.

Future Tense -- consisting of shall or will plus the stem of the head verb.

I	shall +	ask	dig	sell	break	fall	drink
you	will +	"	"	"	"	"	"
he, she, it	will +	"	"	"	"	"	"
we	shall +	"	"	"	"	"	"
you	will +	"	"	"	"	"	"
they	will +	"	"	"	"	"	"

Present Past Tense -- consisting of have plus the past participle of the head verb.

I	have +	asked	dug	sold	broken	fallen	drunk
you	have +	"	"	"	"	"	"
he, she, it	has +	"	"	"	"	"	"
we	have +	"	"	"	"	"	"
you	have +	"	"	"	"	"	"
they	have +	"	"	"	"	"	"

Past Past Tense -- consisting of had plus the past participle of the head verb.

I	had +	asked	dug	sold	broken	fallen	drunk
you	" +	"	"	"	"	"	"
he, she, it	" +	"	"	"	"	"	"
we	" +	"	"	"	"	"	"
you	" +	"	"	"	"	"	"
they	" +	"	"	"	"	"	"

Future Past Tense -- consisting of shall or will plus have plus the past participle.

I	shall +	have +	asked	dug	sold	broken	fallen	drunk
you	will +	" +	"	"	"	"	"	"
he, she, it	will +	" +	"	"	"	"	"	"
we	shall +	" +	"	"	"	"	"	"
you	will +	" +	"	"	"	"	"	"
they	will +	" +	"	"	"	"	"	"

3. The meanings of the six present, past, and future time-tenses are not constant but depend upon the speaker's or writer's position in time with reference to the situation.

Speaking about a present situation --

Time present =He needs my help.
Time past =He needed (has needed) my help.
Time future =He will need my help.

Helping Verbs of Time

Speaking about a past situation --
Time present =He needed (has needed) my help.
Time past =He had needed my help.
Time future =He would need my help.

a. In the following sentences, what would be the appropriate time-tense forms of the verb play?

He says that (time present)________________________pro football.
He says that (time past)________________________pro football.
He says that (time future)________________________pro football.
He said that (time present)________________________pro football.
He said that (time past)________________________pro football.
He said that (time future)________________________pro football.

b. In the following sentences, what would be the appropriate 'sequence of tense' form of the indicated verb.

He is sick and he (time present of know)____________________it.
He was sick and he (time present of know)____________________it.

He will try and he (time future of fail)____________________.
He would try and he (time future of fail)____________________.
He tried and he (same time of fail)________________________.
He has tried and he (same time of fail)____________________.
He had tried and he (same time of fail)____________________.

He said that he (time past of fail)________________________.
He said that he (time future of succeed)____________________.
He said that he (time present of recognize)________________her.

He says that he (time past of fail)________________________.
He says that he (time future of succeed)____________________.
He says that he (time present of recognize)________________her.

4. With reference to one another, the sequence of time-tenses can be charted as follows:

Sequence of Tenses

<------------PAST------------			--PRESENT-	------------FUTURE----->	
Past Past	Past	Pres. Past	Present	Fut. Past	Future
he had asked	he asked	he has asked	he asks	he will have asked	he will ask

a. When the names and the uses of the time-tenses coincide, Present and Past, Present Past and Past Past, Future and Future Past mean just what their names indicate.

1) The Present Tense indicates an event going on at the time:
I ask for your opinion.

2) The Past Tense indicates an event which is wholly past:
   I asked for your opinion.

3) The Present Past Tense indicates a past event just completed or continuing into the present:
   I have asked for your opinion.

4) The Past Past Tense indicates a past event which has been completed at or before another past event:
   I had asked for your opinion.

5) The Future Tense indicates an event which is yet to happen.
   I shall ask for your opinion.

6) The Future Past Tense indicates a future event which has been completed at or before another future event:
   I shall have asked before he can volunteer.

b. When the names and the uses of the time-tenses do not coincide, the Present and Past tenses have the following range of meanings in terms of time. Can you write sentences similar in meaning to the following which illustrate the various uses of these two tenses.

1) The Present Tense covers the following range of present and future times.

a) The timeless present:

He smokes too much. (habitual action)

____

He visits Europe every summer. (customary action)

____

Truth is stranger than fiction. (general truth)

____

Aristotle writes... The Bible says... (textual reference)

____

b) The dramatic or historical present:

The tank comes on, firing point-blank at us. (dramatic)

____

The Normandy landing begins badly for the Allies. (historical)

____

c) The Present Tense is sometimes used to indicate future-past time:

He leaves tomorrow.
It is certain to show up.

____

____

d) The Present Tense is sometimes used to indicate future-past time:

When he comes we shall start.
As soon as the plane lands he will call me.

____

____

e) The Present Tense is sometimes used to indicate present-past time:

I hear that you have been ill.
It is ten years now that we have been together.

____

____

2. The Past Tense is often used informally to indicate past-past time:

After he left we got down to work.

____

Sample Exercises -- Verb Clusters, Unit I: Helping Verb Modification con't.

Helping Verbs -- Part Three: Helping Verbs of Action

1. A summary of the Action modifications introduced in Part One results in the following combinations of four helping verbs and two head verb forms. These combinations make up the three major modifications of verbs in terms of action.

Action Modifications

Helping Verbs +	Head Verbs	Examples:
am etc.	asked	I am (you are, etc.) asked too many questions.
get etc.	"	I get (they were, etc.) asked too many questions.
am etc.	asking	I am (you are, etc.) asking too many questions.
keep (on) etc.	"	I keep (he keeps, etc.) asking too many questions.
go on etc.	"	I go on (she goes on, etc.) asking too many questions.

a. What are the four helping verbs used for action modification?

________ ________ ________ ________

b. What are the two verbal suffixes used for action modification?

________ and ________

c. The stem of the verb suffixed by -ing is the last of the four 'principal parts' of verbs and is called the 'present participle.' What are the other three 'principal parts,' and which one of them is used to indicate both Time and Action modification?

1) ((The stem.))
2) ((The past tense.))
3) ((The past participle.))
4) The ((past participle))* preceded by have etc. indicates a modification of Time; preceded by am etc. indicates a modification of Action.

2. The following contrasting sentences illustrate the difference between Active action and Passive action. Can you write other contrasting sentences?

Active Action	Passive Action
They give him a fifty-fifty chance.	He is given a fifty-fifty chance.
________	________
The car struck the boy.	The boy was (got) struck by a car.
________	________
They have sent the message.	The message has been sent.
________	________
They had ordered him to surrender.	He had been ordered to surrender.
________	________

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

Helping Verbs of Action

Active Cont.	Passive Cont.
Everybody will remember him.	He will be remembered by everybody.
______________________________	______________________________
He will have made his decision by this time tomorrow.	The decision will have been made by this time tomorrow.
______________________________	______________________________

a. In the sentences above, an arrow indicating the direction of Active action would point to the right.

$\overrightarrow{\text{The car struck the boy.}}$

In which direction would you point an arrow indicating the direction of Passive action?

____

The boy was struck by the car.

b. How would you complete the headings of the following chart explaining how a verb is made Passive?

Passive Action

Helping Verb: Tense forms of ((be/get)) +	Head verb: ((past)) participle.		
am/get	asked		
was/got	asked		
have	been/got	asked	
had	been/got	asked	
shall/will	be/get	asked	
shall/will	have	been/got	asked

3. Unless a particular purpose is served, passive modification of the verb is undesirable.

a. Passive modification of the verb usually results in wordiness and deadens the active force of the verb.

The boy and his mother chased the burglar out of the house.
The burglar was chased out of the house by the boy and his mother.
The entire class failed the test.
The test was failed by the entire class.

b. Passive modification of the verb is useful when it is not possible, not desirable, or not necessary to mention the doer of the action. Can you write sentences similar to the following which illustrate each type of use?

He was killed during the war. (not possible)

____

Your bill has been paid. (not desirable)

____

He was elected mayor. (not necessary)

____

c. Occasionally, desirable differences in emphasis on other parts of the sentence can be achieved by changing the verb to the passive. Can you write a series of three contrasting sentences shifting the emphasis in the following ways?

Example:
They gave little encouragement to the others.
(original form)
The others were given little encouragement.
(shift of emphasis to others)
Little encouragement was given to the others.
(shift of emphasis to encouragement)

Answers:

4. The meaning of the following passive statements if ambiguous (can be interpreted two ways) because it is not clear whether the emphasis is on the action itself or on the result of the action.

The gun was loaded.
The house was painted.
His spirit was broken.
John was exhausted.
The job was finished.
The motor was repaired.
The children were dressed.
The painting was ruined.

Can you rewrite these sentences in such a way that you make it clear whether the action itself or the result of the action is being stressed?

Emphasis on Action	Emphasis on Result
Examples:	
The gun was loaded immediately.	The gun was already loaded.
The house was getting painted.	The house had been painted.
His spirit was being broken.	Apparently his spirit was broken.
John was slowly exhausted.	John was obviously exhausted.

Answers:

5. The following contrasting sentences illustrate the difference between Active action and Progressive action. Can you write other contrasting sentences?

Active Action	Progressive Action
He writes.	He is writing.
She played the piano.	She was playing the piano.
You have expected too much.	You have been expecting too much.
They had tried.	They had been trying.
We shall work until midnight.	We shall be working until midnight.
They will have driven all night.	They will have been driving all night.

a. What kind of verbal modification or difference of emphasis is indicated by changing a verb from the Active to the Progressive form?

Answer: The Progressive form of the verb emphasizes ((action in progress)).

b. How would you complete the headings of the following chart explaining how a verb is made Progressive?

Progressive Action

Helping Verb: Tense forms of ((be)) +	Head verb: ((present)) participle		
am	asking		
was	asking		
have	been	asking	
had	been	asking	
shall/will	be	asking	
shall/will	have	been	asking

6. The following contrasting sentences illustrate the difference between Active action and Continuative action. Can you write other contrasting sentences?

Active Action	Continuative Action
He writes.	He goes on writing.
She played the piano.	She kept (on) playing the piano.
You have expected too much.	You went on expecting too much.
They had tried.	They had kept (on) trying.
We shall work until midnight.	We shall go on working until midnight.
They will have driven all night.	They will have kept (on) driving all night.

a. What kind of verbal modification or difference of meaning is indicated by changing a verb from the Active to the Continuative form?

Answer: The Continuative form of the verb emphasizes ((continuous action)) .

b. How would you complete the headings of the following chart explaining how a verb is made Continuative?

Continuative Action

Helping Verbs: Tenses of ((go on/keep (on))) +	Head verb: ((present)) participle		
go on/keep (on)	asking		
went on/kept (on)	asking		
have	gone on/kept (on)	asking	
had	gone on/kept (on)	asking	
shall/will	go on/keep (on)	asking	
shall/will	have	gone on/kept(on)	asking

Sample Exercises -- Verb Clusters, Unit I: Helping Verb Modification con't.

Helping Verbs -- Part Four: Helping Verbs of Attitude

Verbs already modified in terms of Time and Action as above can be further modified in terms of Attitude as below.

Attitude	Time-Action		
should, could, etc.	ask		
should, could, etc.	have	asked	
should, could, etc.	be	asked	
should, could, etc.	be	asking	
should, could, etc.	keep	asking	
should, could, etc.	have	been	asked
should, could, etc.	have	been	asking
should, could, etc.	have	kept	asking

1. The helping verb do can be used to indicate what modification of verbal meaning? Can you write other examples similar to...

I do try.
He does know better.
It did work.
____

We do agree.
You do have each other.
They did think so at one time.
____

Answer: The helping verb do can be used to indicate an Attitude of ((intensity / contrast / emphasis))* .

2. The helping verbs must, should, have to, ought to, am to and have got to can be used to indicate what modification of verbal meaning? Can you write other examples similar to...

I must remember to do that.
You should see a doctor.
He has to have an operation.
____
____

We ought to be more careful.
You are to be there by eight.
They have got to accept responsibility.
____
____

Answer: These helping verbs can be used to indicate an Attitude of ((necessity / obligation)) .

3. The helping verbs should, would, can, could, may, might and ought to can be used to indicate what modification of verbal meaning? Can you write other examples similar to...

I should arrive at eight.
You would be surprised.
He can do it.
He could try.

You may know him.
They might consider.
It ought to work.

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

Helping Verbs of Attitude

____________________ ____________________
____________________ ____________________
____________________ ____________________
____

Answer: These helping verbs can be used to indicate an Attitude of ((possibility / probability)) .

a. Note that because should and ought to can be used as helping verbs indicating necessity as well as possibility they sometimes result in statements that can be interpreted two ways and are therefore ambiguous. The ambiguity can be clarified by a change of helping verb, by the addition of an explanatory remark, or by a change of the head verb.

Ambiguous: I should (ought to) arrive by seven.
Necessity: I must (have to, am to, have got to) arrive by seven.
Possibility: I may (might) arrive by seven.
Necessity: I should arrive by seven if I want a good seat.
Possibility: I should arrive by seven if I am not delayed.
Necessity: I need to arrive by seven.
Possibility: I hope to arrive by eight.

Ambiguous: It ought to (should) work.
Necessity: It has to (has got to) work.
Possibility: It could (may, might) work.
Necessity: It ought to work if we are to continue.
Possibility: It ought to work if all goes well.

Can you clarify the following sentence?
Ambiguous: They should (ought to) agree at once.
Necessity: ____________________
Possibility: ____________________
Necessity: ____________________
Possibility: ____________________
Necessity: ____________________
Possibility: ____________________

b. Do the contrasting forms may-might, can-could indicate contrasts of time (present and past), or do they indicate contrasting degrees of possibility-probability -- more specifically, which of the following contrasting statements suggest more certainty, which suggest less certainty?

You may be right.	You might be right.
He may know her.	He might know her.
I may be there by eight.	I might be there by eight.
I can be there by eight.	I could be there by eight.
I can be wrong.	I could be wrong.
We can try again.	We could try again.

Answers: (1) The forms ((may and can)) indicate more certainty.
(2) The forms ((might and could)) indicate less certainty.
(3) Therefore, the contrasting forms may-might, can-could indicate contrasts of ((possibility/probability)) rather than contrasts of ((time)) .

4. The helping verbs will, would, shall and should can be used to indicate what modification of verbal meaning?

a. In the following sentences, what change or modification of attitude results when the helping verb will is changed to shall after you, he, she, it and they? Can you write other examples similar to...

You will die.	You shall die.
He will regret this.	He shall regret this.
She will have it.	She shall have it.
It will be done.	It shall be done.
You will have your wish.	You shall have your wish.
They will suffer for this.	They shall suffer for this.
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

Answer: After you, he, she, it and they, the helping verb shall indicates an Attitude of ((desire/determination)) .

b. What difference, if any, is felt when in writing (without the benefit of any voiced emphasis) I/we will is contrasted with I/we shall?

I/we will win.	I/we shall win.
I/we will find him.	I/we shall find him.
I/we will stand firm.	I/we shall stand firm.
I/we will be heard.	I/we shall be heard.

	Future		Determination
I/we will indicates	((X))		
I/we shall indicates	((X))	or	((X))

Note: In formal English

I/we will is meant to indicate	____	x
I/we shall is meant to indicate	x	____

c. In the following sentences, what modification of attitude is indicated by the helping verbs would and should? Can you write other examples similar to the following?

Helping Verbs of Attitude

I/We	He/She/They
I would rather die.	He would rather die.
I should (would) prefer to stay.	He would prefer to stay.
I would rather not say.	She would rather not say.
We should (would) like to stay.	She would like to stay.
We would rather fight.	They would rather fight.
We should (would) prefer to stay.	They would prefer to stay.
______	______
______	______
______	______

Answer: The helping verbs would and should can be used to indicate an Attitude of ((provisional or modest desire / determination)) .

1) Note that with head verbs such as prefer and like the helping verb should is considered to be more formal usage after I and we.

I should prefer to stay.
We should like to stay.

2) Note that once again the helping verb should can be involved in an ambiguous statement which can be interpreted two ways -- that is, the I/we should of necessity and obligation can be confused with the I/we should of determination. Again, the ambiguity can be clarified by a change of helping verb, by the addition of an explanatory remark, or by a change of the head verb.

Ambiguous: I should like to stay.
Necessity: I ought to like to stay.
Desire: I (would) like to stay.
Necessity: I should like to stay but I don't.
Desire: I should like to stay but I can't.
Necessity: I need to stay.
Desire: I want to stay.

Can you clarify the following sentence?

Ambiguous: I should prefer a son.
Necessity: ______
Desire: ______
Necessity: ______
Desire: ______
Necessity: ______
Desire: ______

d. What modification of Attitude is indicated by the following Time, Action, and Attitude combinations (treated above) when preceded by you expressed or understood?

Helping Verbs of Attitude

Time:
  You will go.
Action:
  You are going.
  (You) get shaved.
  (You) keep (on) going.
  (You) go on trying.
Attitude:
  Do go.

You must go.
You should go.
You have to go.
You ought to go.
You are to go.
You have got to go.
You could go.
You might go.
You shall go.

Answer: When preceded by you, these combinations of Time, Action, and Attitude result in the speaker's point of view ranging from ((suggestion to command)) , thus expressing the strongest extreme of the Attitude of desire-determination with respect to another person.

Sample Exercises -- Verb Clusters, Unit II: Adverb Modification

1. The following combinations of headwords and their modifiers are also verb clusters. The headwords of these clusters are verbs and the modifiers treated in this unit are adverbs. On the basis of the examples underlined below, how would you define an adverb?

Group A

**	************	*********
We	recently	met (him).
We	occasionally	met (him).
**	************	*********
We	accidentally	met (him).
We	actually	met (him).
We	scarcely	met (him).

Group B

We	met	(him)	yesterday.
We	met	(him)	recently.
We	met	(him)	occasionally.
We	met	(him)	here.
We	met	(him)	accidentally.
We	met	(him)	actually.
**	*********		************

Group C

We	recently	have	met (him).
We	occasionally	have	met (him).
We	accidentally	have	met (him).
We	actually	have	met (him).
We	scarcely	have	met (him).

Group D

We	have	recently	met (him).
We	have	occasionally	met (him).
We	have	accidentally	met (him).
We	have	actually	met (him).
We	have	scarcely	met (him).

Group E

We	might	recently	have	met (him).
We	might	occasionally	have	met (him).
We	might	accidentally	have	met (him).
We	might	actually	have	met (him).
We	might	scarcely	have	met (him).

Answer: An adverb is any word (other than a helping verb) used to ((modify a verb)) .*

Note: Just as the term 'adnoun' (add-noun) has been limited to modifiers of nouns only, so the term 'adverb' (add-verb) will be limited to modifiers of verbs only. Modifiers of modifiers will be taken up later and will be referred to as 'admodifiers.'

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*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

Adverb Modification

a. Can you write other examples similar to Group A -- similar to Group B?

Group A	Group B
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

b. What is the difference in word order between Group A and Group B?

Answer: In Group A the adverb ((precedes)) the verb (and its object).
In Group B the adverb ((follows)) the verb (and its object).

c. Can you write other examples similar to Group C -- similar to Group D?

Group C	Group D
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

d. What is the difference in word order between Groups A and B and Groups C and D?

Answer: In Groups C and D the main verb is modified not only by an adverb but also by a ((helping verb)) .

e. What is the difference in word order between Group C and Group D?

Answer: In Group C the adverb ______________ the helping verb.
In Group D the adverb ______________ the helping verb.

f. Can you write other examples similar to Group E?

____

____

____

g. What is the difference in word order between Group E and Groups C and D?

Answer: In Group E the adverb comes ______________ two helping verbs.

2. Simple (one word) adverbs modify verbs in three basic ways -- that is, they add to the verb by answering questions concerning the Time or 'When?' of the action, the Place or 'Where?' of the action, and the Manner or 'How?' of the action. Can you label the following groups accordingly and write other examples similar to...

Adverb Modification

a. Group One, Modifications of______________:
We met yesterday (today, Tuesday, etc.).

____

We recently (presently, eventually, etc.) met.
We met recently (presently, eventually, etc.).

____

We occasionally (frequently, rarely, etc.) met.
We met occasionally (frequently, rarely, etc.).

____

b. Group Two, Modifications of______________:
We met here (there, inside, etc.).

____

We went in (out, away, etc.).

____

c. Group Three, Modifications of______________:
We accidentally (quickly, secretly, etc.) met.
We met accidentally (quickly, secretly, etc.).

____

We actually (probably, undoubtedly, etc.) met.
We met actually (probably, undoubtedly, etc.).

____

We scarcely (nearly, hardly, etc.) met.

____

3. As you have noticed, most adverbs end in the suffix -ly, but some do not. Further, any word used to modify a verb in terms of 'when?' 'where?' 'how much?' will be called an adverb regardless of its possible uses in other word groups. Can you underline the adverbs in the following sentences and write similar examples?

a. When?

I shall leave today. ______________________
You will leave Tuesday. ______________________
He arrived late. ______________________
She soon left. ______________________
We seldom spoke. ______________________
They have met often. ______________________

b. Where?

I waited outside. ______________________
You stay here. ______________________
He fell down. ______________________
She had looked everywhere. ______________________
We live upstairs. ______________________
They went home. ______________________

c. How? How Much?

I knew him well. ______________________________
You know better. ______________________________
He managed somehow. ______________________________
It doubtless did happen. ______________________________
We quite agree. ______________________________
They just listened. ______________________________

4. By trying to substitute each of the following adverbs in the positions before and after an appropriate head verb in the following sentences, what do you discover about the position of adverbs with respect to their head verbs?

a. Time -- When?

(1) Specific Time: yesterday, today, tomorrow, Tuesday
(2) General Time: recently, still, eventually, already
(3) Frequency: frequently, often, occasionally, sometimes

We ______________ met (him) ____________________.
We ______________ could meet (him) ______________.
We ______________ will meet (him) ______________.
We ______________ had met (him) ________________.

b. Place -- Where?

Location-Direction: here, there, somewhere, inside

We ______________ met (him) ____________________.
We ______________ could meet (him) ______________.
We ______________ will meet (him) ______________.
We ______________ had met (him) ________________.

c. Manner -- How?

(1) Descriptive Manner: quickly, accidentally, casually, suddenly
(2) Provisional Manner: somehow, probably, certainly, possibly
(3) Degree, How Much: almost, scarcely, hardly, nearly

We ______________ met (him) ____________________.
We ______________ could meet (him) ______________.
We ______________ will meet (him) ______________.
We ______________ had met (him) ________________.

Answers:

(1) Almost all types of adverbs can ((precede or follow)) their head verb.
(2) Adverbs of Specific Time and Place (almost) always ((follow)) their head verb.
(3) Adverbs of Degree (almost) always ((precede)) their head verb.

5. What difference in style or emphasis does it make whether an adverb is put in the preverb or postverb position?

Preverb Position	Postverb Position
We immediately forgot (it).	We forgot (it) immediately.
We occasionally forgot (it).	We forgot (it) occasionally.
We quickly forgot (it).	We forgot (it) quickly.
We actually forgot (it).	We forgot (it) actually.
We almost forgot (it).	We forgot (it) almost.

Answer: When there is a choice, an adverb in...

(1) The ((preverb)) position	(2) The ((postverb)) position
is more associated with the action itself	is more associated with the statement as a whole
is more a verb modifier	is more a sentence modifier
has more on-going force	has more by-gone force
has more animated force	has more narrated force

a. Note that there is no pause between adverb and verb when the adverb precedes the verb but that there is a marked tendency to pause when the adverb follows the verb -- thus indicating a closer connection between adverb and verb when the adverb precedes.

b. Can you write sentences similar to those above (#5), contrasting the difference in emphasis between the adverb in the preverb and postverb positions?

Preverb Force	Postverb Force
General Time: ________________	________________
Frequency: ________________	________________
Descriptive Manner: ________________	________________
Provisional Manner: ________________	________________

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Chapter V. Modifier Clusters

I. A modifier cluster is made up of one modifier modifying another.

Definition:
Any word used to modify a modifier
will be called an admodifier (analagous to adnoun, adverb)
regardless of either word's possible uses in other constructions.

A. Adnoun headed:

(an) extremely cold (day)
(a) very ghastly (sight)
(his) often helpful (remarks)
(a) somewhat bothersome (chore)
(a) beautifully proportioned (vase)
(a) well-mannered (child)
about ten (minutes)
no two (people)
(a) wide-awake (person)
(a) ghastly pale (face)
(a) pretty good (offer)
(a) mighty fine (opportunity)
(a) stark-naked (child)
precious little (time)
some twenty (years)
(a) sparkling-white (tablecloth)
(the) burning hot (sand)
(a) waist-high (hedge)
(the) centuries old (steeple)
(the) mile long (walk)
(his) obviously inside (information)
only outside (work)

(a) rapidly moving (vehicle)
(the) once raving (maniac)
(a) slow-moving (vehicle)
(a) recently published (article)
(a) newly married (couple)
(the) now-forgotten (manuscript)
(the) new-mown (hay)
(a) foreign-born (person)
(a) strictly routine (matter)
(a) purely family (affair)
(a) long-distance (call)
(a) mutual-admiration (society)
(a) young man's (fancy)
(a) thinking man's (cigarette)
(the) working girl's (plight)
(a) finishing-school (education)
(a) spun-glass (finish)
(a) polished-veneer (finish)
(the) school-board (meeting)
(the) Boy Scout (meeting)
(a) women's college (sorority)
(a) girls college (environment)

(a) good-natured (child)
(a) black-eyed (beauty)
(an) able-bodied (seaman)

(a) tight-fitting (dress)
(a) rough-spoken (man)
(the) next-door (neighbor)

too high (a price)
so small (a profit)

no less (a man)
not all (the money)

hardly (the) best (choice)
only (the) best (people)

quite (a) large (crowd)
much (the) best (choice)

(they were) about dead
(he was) sound asleep
(you are) dead wrong
(you are) quite right
(he was) too weak

(I am) about finished
(it was) this close
(he will be) the better (for it)
(everything is) A-OK
(he is not) careful enough

B. Adverb headed:

(he drove) extremely smoothly
(he drove) very smoothly
(he drove) particularly fast
(he drove) particularly slowly
(he drove) very slow
(he paid) very dear

(it went) absolutely straight
(he went) miles farther
(he came) a step closer
(wait) a minute longer
(we knew) soon enough
(they don't work) carefully enough

C. Adnoun-and-adverb, or sentence modifier headed:

(He arrived) completely breathless.
(He fell) mortally wounded.
(He left) well equipped.

(She left) singing gayly.
(He came) yelling frantically.
Oddly enough, (I agree).

Note: Most modifiers of modifiers denote the degree
of the modification expressed by the headword.

Note: The hyphenation of a compound modifier
is basically a matter of avoiding misreading
when no signals are present (such as an -ly suffix)
marking the first word as the modifier of the second.

II. Form.

A. In most cases
adverbs and admodifiers
are distinguished from adnouns
by the addition of the suffix -ly
to an adnoun base word:

boldly
regularly
femininely
civilly
actively
affectionately

normally
horribly
differently
encouragingly
gloriously
voluntarily

humanly
raggedly
idealistically
feverishly
tiresomely
inwardly

B. A few modifiers are formed
by adding the suffix -ly
to a noun base word.

1. Some function primarily as adnouns:

brotherly
fatherly
manly
saintly

cowardly
friendly
motherly
scholarly

earthly
gentlemanly
queenly
womanly

2. Some function primarily as adverbs or admodifiers:

instantly

partly

purposely

C. A few adverbs and admodifiers
are identical in form with adnouns
so that the designation of the modifier
depends upon the headword of the cluster:

Pay it *back*.	He paid his *back* rent.
He is *beastly* boring.	He is a *beastly* bore.
I knew him *before*.	He left the day *before*.
He fell *behind*.	The car *behind* honked.
He behaved *better*.	He is a *better* man.
He commutes *daily*.	He is a *daily* commuter.
He gets up *early*.	He is an *early* riser.
He will go *far*.	It is on the *far* side.
He drives *fast*.	He is a *fast* driver.
He is *half* blind.	He received *half* pay.
An express train leaves *hourly*.	There is an *hourly* express train.
He is *least* worthy.	Don't make the *least* noise.
He is *less* active now.	He has *less* time now.
How *long* will it take?	It will take a *long* time.
He doesn't swim *much*.	He doesn't have *much* time.
Go *north* to the fork.	Take the *north* fork.
You go *straight* home.	Draw a *straight* line.
The paper is published *weekly*.	It is a *weekly* paper.

D. Some adverbs and admodifiers
have both a simple and an *-ly* form,
the difference in form signifying
sometimes a variation in level of usage
sometimes a lexical difference in meaning.

The *-ly* form:	The simple form:
It was *clearly* understood.	Stand *clear*.
They are *clearly* recognizable.	The needles went *clear* through.
I can hear you very *clearly*.	I can hear you loud and *clear*.
Watch *closely*.	Stay *close*.
He was *deadly* serious.	It is *dead* ahead.
Go *directly* home.	Go *direct* to headquarters.
We were *directly* concerned.	Send the wire *direct*.
He was *easily* convinced.	Take it *easy*.
He won *easily*.	*Easy* come, *easy* go.
They judged *fairly*.	Play *fair*.
He *hardly* works.	He works *hard*.
I esteem him *highly*.	Aim *high*.
It is *highly* improbable.	We searched *high* and low.
He was *justly* punished.	He was *just* punished.
He is *justly* penitent.	It was *just* right.
I haven't slept well *lately*.	I went to bed *late*.
He called *loudly*.	He laughed too *loud*.
They fought *mightily*.	They fought *mighty* hard.
His answers were *mostly* wrong.	That upset me *most*.
She smiled *prettily*.	I feel *pretty* sick.
He is *rightly* proud.	Stand *right* there.

The -ly form con't.:	The simple form con't.:
The teacher spoke sharply.	Be there at eight sharp.
Turn sharply to the left.	Turn sharp left.
Go slowly.	Go slow.
Tie it tightly.	Tie it tight.
He is widely known.	He is known far and wide.
He travelled widely.	He was wide awake.
They were widely separated.	Open your mouth wide.

III. Comparison and the modification of degree.

A. Meaning.

1. The designations of Comparative and Superlative degree indicate only relative degree in a given context and not any absolute degree of the quality involved.

   a. That is, the comparative signification of more or -er does not denote a higher degree than the simple form:
      Tom is taller than Joe. Tom is older than Joe. (an observation about Tom and Joe, not tallness or oldness)

   b. That is, the superlative signification of most or -est does not denote a higher degree than the comparative form:
      Tom is the biggest of the four brothers. (an observation about Tom and his brothers, not bigness)

2. More and -er signify
   a 2-way comparison:
   John is taller than Joe who is bigger than Sam.
   John and Joe are taller than Sam.
   John is taller than Joe and Sam.
   Most and -est signify
   a 3-4-etc.-way comparison:
   John is the tallest of the group.

3. The degree modification forms can express --

   a. Absolute comparison-contrast:
      The older (oldest) boy took over the ranch.
      He works more (most) efficiently at night.
      (He works less (least) efficiently at night.)

   b. Relative comparison-contrast:
      The older he got the more conservative he became.
      As he grew older the more conservative he became.
      He became more and more conservative.
      He became wiser and wiser.

c. Absolute superlative,
   no comparison involved:
      You are most (very) indulgent.
      He arrived most inopportunely.

4. Not all modifiers can be logically modified in terms of degree and some are modified so only in a relative, contextual sense:
   . past, future, eternal, perfect, square, full, empty

B. Form.

1. The suffixes -er and -est are used primarily with modifiers of one syllable:
      harder, softer, sooner, later, faster, slower, nearer
      hardest, softest, soonest, latest, fastest, slowest, nearest

   Note: Because most adverbs and admodifiers end in -ly and are therefore two syllable words the -er and -est forms are practically limited to adnouns.

2. The suffixes -er and -est are used occasionally with modifiers of two syllables if the suffix -er or -est immediately follows the word stress as in the case of --

   a. A base word ending with a stressed syllable:
      remote, remoter, remotest

   b. A base word ending with a syllabic -l:
      simple, simpler, simplest

   c. A base word ending with the vowel sounds -er, -ow, or -y:
      clever, cleverer, cleverest
      shallow, shallower, shallowest
      healthy, healthier, healthiest
      early, earlier, earliest

   d. Or if only a relatively weak syllable intervenes between the word accent and the suffix:
      common, commoner, commonest
      cruel, crueler, cruelest
      pleasant, pleasanter, pleasantest
      quiet, quieter, quietest
      stupid, stupider, stupidest
      wicked, wickeder, wickedest

3. The degree modifiers more and most are used --

   a. With most words of two or more syllables:
      more beautiful, most beautiful

b. Rarely with words of one syllable or
with end-stressed modifiers of two syllables:
more real, most real
more right, most right
more exact, most exact

4. Some modifiers can take either form
the choice depending upon style considerations
of parallelism, emphasis, and rhythm:
He is not only more wise but he is more industrious.

5. Spelling and irregular comparisons.

a. After a consonant
y is changed to *i*
before *-er* and *-est*: pretty, prettier, prettiest

b. After a short vowel
a consonant is doubled
before *-er* and *-est*: big, bigger, biggest

c. A mute *-e* is dropped
before *-er* and *-est*: cute, cuter, cutest

d. Some irregular modifiers
are semantically related
but phonetically different:

bad (ill, evil)	worse	worst
good (well)	better	best
little	less	least
much (many)	more	most

e. Some irregular modifiers
are phonetically related
but semantically different:

far	farther (further)	farthest (furthest)
late	later (latter)	latest (last)
old	older (elder)	oldest (eldest)

Chapter VI. Sentence Structure

I. Subject.

A. The subject of a verb is that word or word cluster
which 'controls' the number and person of the verb,
i.e. the subject and verb 'agree' in number and person:

My child loves animals. Animals love my child.
My children love the dog. The dog loves my children.
Every red-blooded American loves a parade.
All red-blooded Americans love a parade.
The children were loved by the dog.
The dog was loved by the children.

- -

I am... You (sing./pl.), we, they are... He, she, it is...
I, he, she, it was... You (sing./pl.) were...
I, you (sing./pl.), they have... He, she, it has...

1. Number. The agreement of subject and verb
may involve a conflict of form and meaning
in which case meaning is the controlling factor,
i.e. a subject singular in meaning
takes a singular verb
a subject plural in meaning
takes a plural verb.

a. Some nouns are plural in form
but singular in meaning:

Physics is his hardest subject.
The gallows is ready for the execution.
The mumps is nothing to worry about.
The news is bad tonight.

b. Some nouns are singular in form
but plural in meaning:

The deer are plentiful this year.
The sheep have moved into spring pasture.

c. Plural names of literary works, newpapers, countries, etc.
are usually considered to be singular in meaning:

The Crusades is a good book.
"The Times" is a fine newspaper.
The United States is a young nation.
The Netherlands was once a most powerful country.
"Roots and Shoots" is a good film-strip on etymology.

d. Amounts which are plural in form may have the force of a single amount:

The twenty-six miles was covered in less than three hours.
A thousand dollars was the prize.
Four from six leaves two.
Six minus four is two.

e. The collective noun --

1) If the parts of the group are considered collectively the noun is considered to be singular:

The program committee has planned a picnic.
The choir has presented its program.

2) If the parts of the group are considered separately the noun is considered to be plural:

The program committee have paid their own expenses.
The choir have folded their hands in prayer.

3) Occasionally the force of a collective noun may vary from one verb to another in the same sentence:

The City Council, who are (separateness stressed) wealthy land owners, has (oneness stressed) voted unanimously against raising taxes.
The City Council, which is (oneness stressed) a group of wealthy land owners, have (separateness stressed) disagreed among themselves about raising taxes.

f. The indefinite or general pronoun --

anybody	anyone	anything	either
everybody	everyone	everything	neither
somebody	someone	something	each
nobody	no one	nothing	
	none		

1) As pronouns these are usually felt as representing the subject singly:

Anybody (etc.) has a chance.
Anyone (etc.) has a chance.
Anything (etc.) is better than this.
Either (etc.) is satisfactory.

2) Similarly, as limiting adnouns -- every, each, either, neither, usually are felt as modifying the subject singly:

Every (each) man is his own judge.
Neither (either) answer is correct.

3) None, although it can be literally interpreted as no one,
can be used correctly as both a singular and a plural pronoun
and is more often felt as having plural rather than singular force:

None of us know(s) which way to turn.
None of us were (was) ready for what happened.
None of us were hunters. Not one of us was a hunter.
None are so handicapped as the old at heart.

g. Occasionally a subject multiple in form
can be followed by a singular verb --

1) When the meaning of singleness underlies a compound subject:

My classmate and old friend (one person) is visiting.
Ham and eggs is his favorite breakfast.
All work and no play makes Jack a dull boy.
A horse and carriage was seen in the distance.
To reduce taxes and increase benefits is impossible.
To sleep all day, to carouse all night, is his routine.

2) When the meaning of individuality underlies a series:

The rich man, the poor man, the beggar man, and the thief is equally responsible for his country's welfare.
Your good sense, your training, your experience, and your position makes you the man for the job.

h. Subjects joined by
or / either...or / neither...nor / not only...but also
are considered separately, the verb agreeing
with the noun immediately preceding it
and understood in its proper form with the other:

John or the girls are to blame.
The girls or John is to blame.
Either John or the girls are to blame.
Either the girls or John is to blame.
Not only the children are ill, but also the mother.
Not only the mother is ill, but also the children.

1) Occasionally, when a negative idea
with plural force prevails,
a plural verb is used regardless:

Neither fame nor fortune satisfy him.

2) Occasionally, when the idea of
both singular and plural prevails,
a plural verb is used regardless:

Drafting, ceramics, or shop are taught only to boys.
Life or death, fame or fortune were of no concern.

i. Affirmative and negative --
the verb agrees with the affirmative.

The father, not the sons, is at fault.
The sons, not the father, are at fault.

j. Singular, abstract or mass nouns modified by two or more adnouns connected by *and* are thus pluralized and take a plural verb:

    Economic and political prejudice go hand in hand.
    Bulk and packaged ice cream are two different taste sensations.

2. Person. There are three persons --

    First person: the person speaking
    Second person: the person spoken to
    Third person: the person or thing spoken about

a. Subject forms are differentiated only in the case of the personal pronouns:

    First person: I, we
    Second person: you (sing./pl.)
    Third person: he, she, it, they

    I (we, you, he, she, it, they) know(s)...

b. Verb forms are differentiated or not, i.e. agreement is formally designated, depending upon the type of verb involved.

1) Most verbs indicate third person singular present time, indicative by suffixing *-s* (*-es*) to the stem:

    asks, means, arises, sleeps, sinks, costs;
    has, does, searches, blushes, gasses, taxes, waltzes

2) The verb *to be* varies as follows:

    I *am* / you, we, you, they *are* / he, she, it *is*
    I, he, she, it *was* / you, we, you, they *were*

c. In the case of appositional subjects the first in the order controls the verb:

    I, your adviser, am also guilty.

d. In the case of an affirmative and a negative the positive subject controls the verb:

    I, not you, am guilty.
    You, not I, are guilty.

e. In the case of *either...or*, *neither...nor* the nearest subject usually controls the verb but occasionally the plural force of the negative prevails:

    Either he or I am guilty.
    Neither we nor John is guilty.
    Neither you nor I are guilty.
    Neither my friend nor I are guilty.

3. 'Filler' _it_ and anticipatory _it_ and _there_.

   a. _It_ can sometimes be a 'filler' subject with little or no actual meaning in terms of a necessary referent:

      It snowed. It is snowing.
      It is foggy. It is cold.
      It is past midnight. It is a long way.

   b. Anticipatory _it_ and _there_ are used as unreal subjects postponing the real subject which follows later for emphasis:

      1) Anticipatory _it_ is used when an adnoun complement comes between _it_ and the real subject:

         He thought that it would be possible for me to finish the job.
         He thought it was possible that I could finish the job.
         He thought it was possible for me to finish the job.
         He thought it possible to finish the job.
         It is possible that I shall finish the job.
         It is possible for me to finish the job.
         It is possible to finish the job.
         It is useless trying (to try).

      2) Anticipatory _it_ and _there_ are used when only a verb (verb cluster) or verb plus noun complement comes between the anticipatory subject and the real subject:

         It (There) was a heavy snow.
         There was a fog.
         Once upon a time there lived a fairy princess.
         Many years ago there lived in this house a lonely old man.
         There once lived in this house a lonely old man.
         From now on there will be no exception.
         There will always be an England.
         In the darkness at the end of the alley there was a shadowy figure waiting.
         It (There) is no use trying (to try).

   c. 'Filler' _it_ and anticipatory _it_ or _there_ result in constructions with different force.

      1) 'Filler' _it_ emphasizes the predicate:

         It snowed heavily.
         It is foggy.

      2) Anticipatory _it_ or _there_ emphasizes the subject:

         It was a heavy snow.
         There was a fog.

II. Predicate.

A. A sentence is an utterance
which results in a complete communication
relative to another utterance or to a situation
and may consist of one or more words.
Wow! Beautiful! Yes. No. What? Who?
Later perhaps. No hooks. Just a minute.
Anybody home? Heads or tails? Two spades.
Easy come, easy go. Once a liar, always a liar.
Step down. I came, I saw, I conquered.

1. A non-sentence is an incomplete communication:
Home.

2. A contextually complete communication is necessarily
a grammatically complete sentence:
"Where did he go?" → "Home." (="He went home.")
(spoken to a chauffeur) ⇝ "Home." (="Drive me home.")

3. A grammatically complete sentence is not necessarily
a contextually complete communication:
"When did he go?" → "He went home."
(The question needs to be asked again.)
"When did he go?" → "He left at ten."

B. Sentences of more than one word
usually consist of two parts
a subject part and a predicate part.

The horse | jumped.

The horse | jumped the fence.

The fence | was jumped.

The horse | is a jumper.

C. The predicate is made up of
the verb plus any other words necessary
to result in a complete statement about
an action or state involving the subject.

1. The verb may be one capable of
complete or incomplete predication.

a. A verb of complete predication
is an action verb which actually
expresses the activity of the subject,
the force of the sentence being verbal.
The horse jumped (the fence).
The fence was jumped.

b. A verb of incomplete predication
is a linking verb which itself only
introduces but does not express
the particular state or condition of the subject,
the force of the sentence being substantival.
The horse is a jumper (skittish).

2. A predicate relationship can be expressed appositively
by placing a noun or adnoun after a noun subject
without any formal (linking) verb connecting the two.
John, a thief? Man overboard.

D. The predicate can express
a 'transitive' relationship
which consists of a verb of action
relating the subject to an object(s)
to complete the meaning of the predication
and will be designated by the arrow (⟶).
The $\overrightarrow{\text{horse jumped the}}$ fence.

1. The 'direct-object' completer indicates
the primary receiver of an action
i.e. the person or thing directly receiving
the action of a verb used transitively
with a wide range of literal-figurative meaning:

He struck the horse.
He saddled the horse.
He spurred the horse.
He rode the horse.
He galloped the horse.
He broke the horse.
He trained the horse.

He sold the horse.
He called the horse.
He had a horse.
He heard the horse.
He saw the horse.
He knew horses.
He talked horses.

He cut his finger.
He bandaged his finger.

He snapped his fingers.
He pointed his finger.

He knew the truth.
He told the truth.

He saw the point.
He made his point.

He mopped the floor.
He wiped off the dust.

He mopped up the floor.
He wiped off the table.

He died a hard death.
He ran a smart race.
He sang a popular song.
He departed this life.
He turned the corner.
He caught her eye!

He lived a long life.
He fought a good fight.
He slept a deep sleep.
He plays cards.
He raised the money.
He had his way.

a. More specifically direct objects are of two basic types,
those indicating the goal affected by the action
those indicating the result effected by the action.

Affected objects:	Effected objects:
He bought a house.	He built a house.
He read the book.	He wrote a book.
He picked a flower.	He painted a flower.
He struck the flint.	He struck a spark.
He reached the goal.	He reached a decision.
He nodded his head.	He nodded approval.
He started the motor.	He started a fight.
He cut the cake.	He baked a cake.
He lit his pipe.	He lit a fire.
He signed the contract.	He signed his name.
He composed himself.	He composed a song.
He dug the ground.	He dug a hole.
He beat the man.	He beat a retreat.
He burned his coat.	He burned a hole in his coat.
He spun the wheel.	He spun a yarn.
He breathed smoke.	He breathed hate.
He chose daggers.	He looked daggers.
He mailed the letter.	He wrote a letter.
He heard the remark.	He made the remark.
They met the president.	They elected a president.

b. Pronoun objects.

1) Object case forms of personal pronouns:

First person: me, us
Second person: you, you
Third person: him, her, it, them

You know me (us, you, him, her, it, them).

2) As objects, the reflexive pronouns
myself, ourselves, yourself, yourselves
himself, herself, itself, themselves
indicate that the subject is acting on itself:
He hates himself. Behave yourself (-selves).

3) As objects the reciprocal pronouns each other, one another
indicate that the relations of a plural subject are mutual,
each other preferred with 2, one another with 3 or more:
The two brothers understood each other.
The three brothers understood one another.

4) It and so are often used
as objects of convenience.

a) It is often used with no definite reference:
He had it out with his boss.
He caught it for being late.
Hurry it up, will you.

b) It and so often refer
to a previous statement:
If you could be there, we would appreciate it.
I'll speak to him tomorrow, if I can arrange to do so.

2. The 'prepositional object' after verbs.

a. The old simple dative and genitive objects
were replaced by prepositional forms --
dative objects of interest and reference
following to, for, from, upon
genitive objects of inclusion and specification
following of, for, and after.

b. In turn, as case markers these prepositions
became abstract, inflectional symbols
and all the object cases blended into one,
the only remaining distinction being one of position
so that in some cases the preposition was dropped:
She read the book to him.> She read him the book.
She knit a sweater for him.> She knit him a sweater.
(Note the order: not ...the book him / the sweater him)
She tasted, felt, smelled (of) it.
He approved (of) the plan.
in other cases the preposition became an adfix:
You can depend upon him.
I thought of my promise.
We yearn for (after) peace.
in other cases the prepositions introduced
adverb modifiers or sentence modifiers:
He ran away from home.
He apologized (yielded, gave in) to me.
The thought (idea, news) came to me.
The ordeal was too much for him.

c. A place word following a verb and preceding a noun
is an adfix if its meaning is abstract and figurative; then
the combination of verb-plus-adfix takes the noun as its object:
You can depend upon him.
You can rely on them.
She is always talking about him.
She is always thinking of him.
Think over the possibilities. Think it over.
I believe in him. I disapprove of him.

d. A place word following a verb and preceding a noun is a preposition if its meaning is concrete and literal and the combination of preposition-plus-noun is an adverb:

He walked down (up, across) the street.
He fell out of the tree into a briar patch.

3. The indirect object.

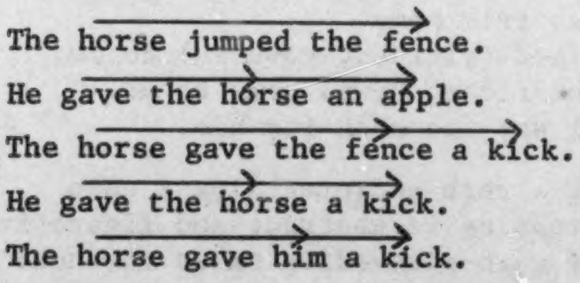
a. The genitive object is no longer felt as such but the dative object of interest and reference has been preserved by word order distinction and is referred to as the 'indirect object.'

b. The 'indirect object' completer indicates the secondary receiver of an action i.e. the person or thing indirectly receiving the action of a verb used transitively.

c. More specifically, indirect objects are of two types those indicating the person or thing specifically affected by an action the force being one of 'action to or for' those indicating the person or thing implicitly affected by an action the force being 'with reference to':

'action to or for':	'with reference to':
He gave me a dollar.	He bet me ten dollars.
He gave me an excuse.	It cost me ten dollars.
He sent me a note.	It took me a month.
He sent me his best.	It lasts me a month.
He made me a suit.	He looked me in the eye.
He made me an offer.	He stared me in the face.

d. To distinguish this variation of the basic transitive S-V-O pattern (⟶) the following extended arrow will be used (⟶⟶).



The horse jumped the fence.
He gave the horse an apple.
The horse gave the fence a kick.
He gave the horse a kick.
The horse gave him a kick.

e. Position and force of the indirect object --

1) Usually position differentiates between the direct object and the indirect object.

2) When there is only one object after the verb
in most cases it is a direct object
but in some cases it is an indirect object:
He read to me. Give to the poor.
Write me. Pay me. Promise me.

3) In some cases the indirect object follows
the direct object and is in the *to*-*for* form:

a) When both objects are personal pronouns:
He gave it to her. He made it for her.

b) When the direct object is a pronoun, the indirect a noun:
He gave it to his mother. Show it to your father.

c) When the indirect object is to be emphasized:
He told the story to his mother, but not to his father.

4) With some verbs only the prepositional form is possible:
He wouldn't reveal the facts to me.
He wouldn't do anything for me.

5) In some cases the *to*-form will precede
if it is necessary to avoid misreading:
I gave him my reasons for refusing to comply.
I explained to him my reasons for refusing to comply.

f. Occasionally an object of person
is followed by an old genitive *of*-object
analagous to indirect-direct object relationship
though historically a direct object-secondary object construction:
We accused him of treason.
We relieved him of his command.
We stripped him of his rank.
We deprived him of his liberty.

4. Passive constructions.

a. A verb is said to be 'passive'
when the subject is acted upon:
The house was bought. (affected)
The house was built. (effected)
His point was forgotten. (figurative)

b. To distinguish this variation
of the basic transitive pattern (⟶)
the following reversed arrow will be used (⟵).

⟵

The fence was jumped by the horse.

c. An active verb with the object in the end position
is the natural construction when the object is stressed:
We pitied her more than we blamed her.

d. A passive verb with the verb in the end position
is the natural construction where the verb is stressed:
She was more pitied than blamed.

e. Conversion of active to passive construction for style --
to put emphasis on either the direct or indirect object:

He gave $\overset{(a)}{\text{ample warning}}$. > Ample $\overset{(a)}{\text{warning}}$ was given.
He gave $\overset{(b)}{\text{them}}$ $\overset{(a)}{\text{ample warning}}$. > $\overset{(a)}{\text{Ample warning}}$ was given(to)$\overset{(b)}{\text{them}}$.
$\overset{(b)}{\text{They}}$ were given $\overset{(a)}{\text{ample warning}}$.

Note: When the prepositional indirect object must be used in the active, it cannot be converted to a passive subject:
We suggested this to him. ≠ He was suggested this.

Note: The object of person followed by the *of*-object of thing can be converted to a passive subject:
They relieved him of his command.
He was relieved of his command.

f. Passive verbs can take objects:
He was offered a job.
He was given a fair trial.
- - - - - - - - - - - - -
A job was offered (to) him.
A fair trial was guaranteed (to, for) him.

g. *Get* substituted for *be*.

1) To differentiate two meanings of *be*
be meaning *is*, and *be* meaning *become*
He was burned. (a state -- a 'situational' passive)
He got burned. (an act -- an 'actional' passive)

2) To avoid awkward *be*-*being* progressive forms:
The house has been (being) getting painted.
The house will be (being) getting painted.

h. Some verbs are active in form
but passive in meaning:
His plays read well but act badly.
World War II started in 1939.

E. The predicate can express
a 'state-of-being' relationship
which consists of a linking verb
relating 'subjects' and objects to 'predicators'
to complete the meaning of the predication
and will be designated by the symbol ($\equiv$).
The horse $\overline{\overset{=}{\text{is}}\text{ a jumper}}$. The horse $\overline{\overset{=}{\text{is}}\text{ skittish}}$.

1. Linking verbs function as a formal *signal* of predication while the *actual* predication is expressed by the 'predicator' which is a noun or adnoun in the predicate relating back to the subject so that the linking verb plus the predicate noun/adnoun indicates a past, present, or future state/condition/quality of the subject.

He is a foreigner.	He is foreign.
He is a snob.	He is snobbish.
He is a bore.	He is boring.
He is a coward.	He is cowardly.
What age is he?	How old is he?
He became an expert.	He became expert.
The meeting became a riot.	The meeting became riotous.
He seemed a fanatic.	He seemed fanatical.
He is a boxer and looks it.	He is punch-drunk and looks it.

The reason is this.
It was nothing.
He didn't seem himself.
The chair is broken.
The job is finished.
The children were lost.
Everybody was gone.
The map is missing.

He is tall, dark, and handsome.
The horse is a trotter and not a pacer.
The car is my brother's and Tom's, not mine.
It was I (he, she, they). Who was it?
It was we not they whom they should have blamed.

a. Though *be*, *become*, and *seem* are the most common linking verbs many other verbs can function similarly with the underlying meaning of an equal sign:

He continued a fanatic.	He continued fanatical.
He looked a man.	He looked manly.
He appears a child.	He appears childish.
He proved a coward.	He proved cowardly.
He feels a failure.	He feels unsuccessful.
He began (stayed) a poor man.	He began (stayed) poor.

He got lazy. He grew old. He took sick.
He passed for an authority in the field.

b. As linking verbs they are followed by adnouns whose headword is the subject of the verb while as action verbs they are themselves the headword for the following adverb:

He rested content.	He rested contently.
The dog smells bad.	The dog smells badly.
Stay quiet a moment.	Stay quietly where you are.
It tastes strong.	It tastes strongly of garlic.
It shone bright.	It shone brightly.

Note: good - well

Adn.	Adv.
well good	well

I feel well (not sick). I feel good (in good spirits).	She sings well.

c. The less linking and the more predicative the verb tends to be the less adnoun and the more adverbial the modifier tends to be; though the force is not strong enough to require the adverb form:

The cloth feels soft.
He kept quiet.
The news sounds bad.
She blushed scarlet.
The cream smells sour.
The battery went dead.
We grew cold.
The rope went slack.
His predictions proved wrong.
The door flew open.
The rope worked loose.
He fell ill.
The ball fell fair.

She looks beautiful.
He ranked last.
It flashed red.
The cream tastes sour.
It loomed large.
The meal got cold.
Everything went wrong.
His predictions came true.
His pants wore thin.
The door slammed shut.
He placed high on the exams.
He sat still.
The runner was called out.

2. Two constructions resemble each other in form but do not resemble each other in meaning --

We found him a wife. (direct object plus indirect object)
We found him a bore. (direct object plus a predicator)

a. The direct object followed by a noun (or adnoun) which relates back to the direct object in an expressed or understood to be relationship derives from two different abridged constructions.*

1) One derives from an abridged object clause:

We found him a bore (...that he was a bore).
I thought him a scoundrel (...that he was a scoundrel).
He proved himself a fine fellow (...that he was a fine fellow).
I imagined him older (...that he was older).
He believed himself infallible (...that he was infallible).
He declared them ineligible (...that they were ineligible).
He held them accountable (...that they were accountable).
He considered himself lucky (...that he was lucky).

---

*The following constructions will be treated again and matters of abridgement will be developed thoroughly in the next chapter which is devoted to clauses and phrases.

2) One derives from an abridged clause, often of result:
They made us comfortable. (=so that we were comfortable)
They painted the fence white. (=so that it was white)
They drove us crazy. (=so that we became crazy)
They crowned him king. (=so that he became king)
They elected him president. (=so that he was president)
They got us excited. (=so that we were excited)
They left us alone. (=so that we were alone)
We want him dead or alive. (=whether he is dead or alive)

3) In either case the construction
and meaning can be reduced to an
object + to be + predicator relationship:
We found him / to be a bore.
I thought him / to be a scoundrel.
He proved himself / to be a fine fellow.
I imagined him / to be older.
He believed himself / to be infallible.
He declared them / to be ineligible.
He held them / to be accountable.
He considered himself / to be lucky.
They made us / to be comfortable.
They painted the fence / to be white.
They drove us / to be crazy.
They crowned him / to be king.
They elected him / to be president.
They got us / to be excited.
They left us / to be alone.
We want him / to be dead or alive.

4) Because of the underlying meaning
of all these object + to be + predicators,
they will be analyzed as follows --

S V O P
We found him a bore.
S V O P
They made us comfortable.

5) To distinguish this variation
of the basic linking verb pattern (-=-)
the following extended arrow will be used (→=).

The horse was a jumper.

He considered the horse (to be) a jumper.

The horse was skittish.

He made the horse (to be) skittish.

Note: In clauses abridged to
an infinitive construction
a pronoun predicator is
in the subject case when the subject
of the infinitive is not expressed:
I would not want to be he.
in the object case when the subject
of the infinitive is expressed:
I would not want my son to be him.

b. To distinguish objects from predicate nouns --

1) Note that the combination of
an indirect object plus a direct object
involves two different things.
We found him a wife. (him ≠ wife)
an object plus a predicate noun
involves only one thing.
We found him a bore. (him = bore)

2) Note that objects can
and predicate nouns can't
be made passive subjects.
They chose him king. > He was chosen king.
but not -- The king was chosen he.

3. The linking verb agrees
with its subject, which precedes it
and not the predicate noun following it:
His hobby is horses. Horses are his hobby.
Her children are the joy of her life.
Americans are an energetic people.

4. Occasionally a passive verb is followed by
a predicate noun or adnoun:
He was judged (to be) a bore.
He was found (to be) guilty.

5. Linking verbs are often used
to de-emphasize the verb and to emphasize
the concreteness of a predicate noun or adnoun:
It snowed heavily. > There was a heavy snow.
I admired him. > I was an admirer of his.
I suspected him.> I was suspicious of him.
She didn't answer.> There was no answer.

F. The predicate can express
an 'intransitive' relationship
which consists of a verb of action
so related to the subject
that no object is necessary
to complete the meaning of the predication
and will be designated by the arrow (↷).
The horse ↷ jumped.

1. Some of these verbs can't take objects:
   The guests arrived. The soldiers remained.
   The clouds disappeared.

2. Some of these verbs can't take an object other than a 'cognate' one repeating itself:
   Birds sing songs. She sighed a sigh of relief.

3. Most of these verbs can be used both transitively and intransitively:

Transitive	Intransitive
The horse jumped the fence.	The horse jumped.
The waiter lifted the tray.	The fog lifted.
His friends left him quickly.	His friends left quickly.
He shaved his chin carefully.	He shaved under his chin carefully.

4. Many verbs usually used transitively are used intransitively when the emphasis is on the action and the object needs no mention:
   She washes on Monday, irons on Tuesday, cleans on Wednesday, and shops on Thursday.
   Mary is dressing and Sam is shaving.
   His procedure was obvious, first to disparage and humiliate, then to challenge and inspire.

G. A predication can be verbless, i.e. appositional, when nouns and their predicators are linked together without the linking verb being specifically expressed.

1. Appositional sentence:
   John, a murderer! John, dead!

2. Appositive to a subject, object, or predicator, the predicate appositive often has adverbial force.

   a. Appositive to the subject:
      He died a pauper. He died young.
      He came home a cripple. He came home crippled.
      Exhausted, he fell asleep reading.

   b. Appositive to the predicator:
      He is a dreamer, the fool.
      He is a fool, the dreamer.

   c. Appositive to the object:
      They made him a general.
      They made him angry.
      She boiled the eggs hard.
      He wore his pants threadbare.

III. Sentence structure -- summary.

A. Sentence structure is
controlled by 2 types of verbs
resulting in 3 types of predication
and 6 types of subject-predicate relationship.

Sentence Structure

Two Types of Verbs	Six Types of Sentences	Three Types of Predication	Subject - Predicate Relationships
Action	The horse jumped.	Intransitive	↺
	The horse jumped the fence.	Transitive	→
	The fence was jumped by the horse.		←
	He gave the horse an apple.		→→
Being	The horse is a jumper (skittish).	Linking	≡
	He considered the horse a jumper (skittish).		→≡

B. 'Transitive-intransitive'
is a matter of verb-object relationship.

1. When the action carries over to an object(s)
the verb is said to be transitive:

He hid the money.
He painted the house.
He built a house.
He fought a good fight.
He cut himself.
He thought of his promise.
He laughs at everybody.
He gave her a book (a book to her).
He wrote her a poem (a poem to/for her).
It took me a month.
He was offered a job.
They elected him president.

2. When the action does not carry over to an object
the verb is said to be intransitive:

He disappeared.
Fish swim and birds fly.
He shaved and dressed.

3. A few verbs have contrasting
transitive and intransitive forms:

Transitive	Intransitive
lay, laid, laid	lie, lay, lain
raise, raised, raised	rise, rose, risen
set, set, set	sit, sat, sat
fell, felled, felled	fall, fell, fallen

C. 'Active-passive'
is a matter of subject-verb relationship.

1. When the subject of the verb
acts upon something else or itself
the verb is said to be in the active voice:
His friend hid him. He hid himself.

2. When the subject of the verb
is acted upon by something else
the verb is said to be in the passive voice:
He was hid by his friend.
The house was bought.
The house was built.
A fair trial was guaranteed (to, for) him.
He was given a fair trial.
He was elected president.

3. Some verbs when changed from transitive to intransitive
are also converted semantically from active to passive:

Transitive (Active)	Intransitive (Passive)
They moved the boulder.	The boulder moved.
They ended the discussion.	The discussion ended.
They began the war in 1939.	The war began in 1939.
They changed the style.	The style changed.
They cleared up the difficulty.	The difficulty cleared up.
He started the car.	The car started.
He opened the door.	The door opened.

D. 'Linking' is a matter of subject-predicator relationship.

1. The linking verb's function is to introduce a predication:
He is... He seems... We thought him (to be)...
He became... He looks... They elected him (to be)...

2. The actual predication is expressed by the predicator:
He is an officer. He seems intelligent.
He became an officer. He looks intelligent.
We thought him (to be) a bore.
They elected him (to be) president.

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Sample Exercises -- Sentence Structure, Unit I: Subject

Subject -- Part One: Introduction

1. Reviewing all that you have learned about singular and plural noun and verb forms, can you singularize and pluralize the following sentences as indicated?

Singular	Plural
My foot hurts.	My feet __________.
The man __________ help.	The men want help.
This mouse does tricks.	These __________ do tricks.
His __________ is vicious.	His dogs are vicious.
The house was burned.	The houses __________ burned.
Where __________ the dish?	Where are the dishes?
There was no class.	There were no __________.
The __________ has been opened.	The boxes have been opened.
This phenomenon baffles scientists.	These phenomena __________ scientists.
This crisis __________ every year.	These crises arise every year.
That hypothesis proves nothing.	Those __________ prove nothing.
Some __________ blooms in the spring.	Some cacti bloom in the spring.
Her beau worships her.	Her beaux __________ her.
The tree __________ the eaves.	The trees touch the eaves.
The boy blushes continually.	The __________ blush continually.
My __________ misses the point.	My opponents miss the point.

a. In the sentences above, when the subjects (underlined once) were made plural, the verbs (underlined twice) had to be made __________; when the subjects were made singular, the verbs had to be made __________.

b. When the verbs in the sentence above were made plural, their subjects had to be __________; when the verbs were made singular, their subjects had to be __________.

c. In other words, subject and verb must agree in __________.

2. If the number of subject and verb are dependent upon one another, can you underline the nouns used as subjects in the following sentences -- that is, those nouns which when changed from singular to plural or plural to singular necessitate a corresponding change in the verb?

Singular	Plural
The color fades.	The colors fade.
The boy skis.	The boys ski.
The dog smells.	The dogs smell.
The child understands.	The children understand.

Subject

Singular	Plural
The child loves the dog.	The children love the dog.
The child loves the dogs.	The children love the dogs.
The dog loves the child.	The dogs love the child.
The dog loves the children.	The dogs love the children.
The child was bitten by the dog.	The children were bitten by the dog.
The child was bitten by the dogs.	The children were bitten by the dogs.
The dog was teased by the child.	The dogs were teased by the child.
The dog was teased by the children.	The dogs were teased by the children.
The child is a rascal.	The children are rascals.
The dog is a mongrel.	The dogs are mongrels.
My hobby is stamps.	Stamps are my hobby.
Her joy is her children.	Her children are her joy.

a. Do any of the other nouns in the sentences above affect the number of the verb? Answer:_____________.

b. Therefore, on the basis of this analysis of the agreement of subject and verb in number, how would you define 'subject'?

Answer: The subject of a verb is that word or group of words which ((determines))* the singular or plural form of the verb.

3. Reviewing what you have learned about regular verb forms suffixed by -s (-es), and adding the irregular am (are, is, was, were) and have (has), can you match each of the following verb forms with each of the personal pronouns that can precede it?

I, you (sing.), he, she, it, we, you (pl.), they

____________ ____________ ____________ ____________ ____________	look	____________ ____________ ____________ ____________ ____________	rush	____________ ____________ ____________ ____________ ____________	have
____________ ____________ ____________	looks	____________ ____________ ____________	rushes	____________ ____________ ____________	has
____________	am	____________ ____________ ____________ ____________	are	____________ ____________ ____________ ____________	were
____________	was				

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

Subject

a. The pronouns I, you (sing.), he, she, it, we, you (pl.), they are called the personal pronouns. Can you complete the following chart as indicated?

Personal Pronouns:	Singular	Plural
1st Person (the person speaking):	___	___
2nd Person (the person spoken to):	___	___
3rd Person (the person or thing spoken about):	___ ___ ___	___

b. Can you complete the following chart, making the necessary changes in the form of the verb when the person of the subject is changed?

Personal Pronouns:	Pronoun Forms	Verb Forms look	rush	have	am	was
Person speaking	___	___	___	___	___	___
Person spoken to	___	___	___	___	___	___
Person or thing spoken about	___ ___ ___	___	___	___	___	___
Persons speaking	___	___	___	___	___	___
Persons spoken to	___	___	___	___	___	___
Persons or things spoken about	___	___	___	___	___	___

c. Since, in terms of subject-verb agreement,

we do not say --

he/she/it look (rush, have, am, are, were)
I/you looks (rushes, has)
I is (are, were)
you am (is, was)

but we do say --

he/she/it looks (rushes, has, is, was)
I/you look (rush, have)
I am (was)
you are (were)

it becomes apparent that subject and verb must agree not only in number but also in person -- that is, the subject is that word or group of words which determines both the ((number)) and the ((person)) of the verb form.

4. Noting the necessity for subject-verb agreement in number and person, can you unscramble the following groups of words so that they make sense as complete statements?

help, the, want, men ______________________________
nothing, those, prove, hypotheses ______________________________
tree, the, eaves, touches ______________________________
dogs, loves, child, the, the ______________________________
the, love, dogs, child, the ______________________________
dogs, teased, the, was, child, the, by ______________________________

dogs, teased, the, were, child, the, by ______________________
is, my, horses, hobby ______________________
joy, her, children, her, are ______________________
hides, I, he, look, and ______________________
dawdles, you, and, rush, she ______________________
am, has, and, interested, possibilities, it, I ______________________
there, here, is, but, are, she, you ______________________
there, she, while, were, was, here, you ______________________
wants, I, what, have, he ______________________

5. If the following noun clusters were used as subject clusters --

a. Would they be followed by the is or the are verb form?

	is	are
certain ones	___	___
neither one	___	___
some boy	___	___
some boys	___	___
neither's works	___	___
you yourself	___	___
she herself	___	___
you yourselves	___	___
he alone	___	___
we alone	___	___
people here	___	___
everybody here	___	___
children today	___	___

	is	are
the customs officials	___	___
an honors student	___	___
the very young	___	___
the badly wounded	___	___
this three days	___	___
the women's wailing	___	___
the children's noise	___	___
the men both	___	___
men that big	___	___
nothing particularly new	___	___
those actually present	___	___
those always complaining	___	___
people our age	___	___

Tom's and Dick's taxis	___	___
Tom and Dick's taxi	___	___
the three days' journey	___	___
the three days' interviews	___	___
the news this morning	___	___
the last person imaginable	___	___
the only thing possible	___	___
those most directly concerned	___	___
services so dutifully rendered	___	___
those listening very carefully	___	___
the father, sick and despondent,	___	___
the people most directly responsible	___	___
the people now living upstairs	___	___
the thing to do right now	___	___
all the tall, dark, handsome men	___	___
the furniture, all second-hand or hand-made,	___	___
only such a very carefully trained technician	___	___

b. Which word of a subject cluster determines the form of the verb?

Answer: ((The head noun / headword))

Sample Exercises -- Sentence Structure, Unit I: Subject cont'd.

Subject -- Part Two: Problems of Subject-Verb Agreement

1. Is the number of the verb to be (are, is, was, were) controlled by the noun preceding or by the noun following it?

His hobby is horses.	Horses are his hobby.
His diet was fresh vegetables.	Fresh vegetables were his diet.
His weakness is women.	Women are his weakness.
Her pet peeve is cats.	Cats are her pet peeve.
Their only concern is votes.	Votes are their only concern.
Their final refuge was the mountains.	The mountains were their final refuge.

Answer: The number of the verb to be is controlled by the noun __________ it.

2. Occasionally there is an apparent conflict of form and meaning.

   a. A few nouns are plural in form but can be used with singular or plural meaning. For each of the following pairs of sentences can you write two more contrasting sentences with the same subject as the model pair?

      A barracks was built for the construction gang.
      The barracks were built for the construction gang.

      The gallows is ready for the execution.
      The gallows are ready for the executions.

      Checkers is his favorite game.
      The checkers are in the drawer.

      Mumps is a contagious disease.
      Mumps are contagious.

      Politics is a thankless career.
      His politics are questionable.

      Mathematics is the science of numbers.
      His mathematics are sketchy.

      Statistics is a branch of mathematics.
      Statistics are available on most anything.

Acoustics is the science of sound.
The acoustics were bad.

____
____

Note: Nouns ending in -ics are treated as singular when referring to a science as such and when followed by is plus a singular noun; they are treated as plural when used generally and when followed by is plus a modifier.

b. A few nouns are singular in form but can be used with singular or plural meaning. For each of the following pairs of sentences can you write two more contrasting sentences with the same subject as the model pair?

The deer was shot before the season opened.
The deer were shot before the season opened.

____
____

The sheep is in the corn.
The sheep are in the corn.

____
____

The grouse was hiding in the thickets.
The grouse were hiding in the thickets.

____
____

3. Can you write other examples similar to the following and explain the logic of using singular verbs following these apparently plural subjects?

Another three weeks is all that I ask.
Three weeks is not a very long vacation.
A thousand dollars was the prize.
Six minus four is two.

____
____
____

The Vigilantes is an exciting novel of the old West.
"The Listeners" is a haunting poem by Walter de la Mare.
The United States is a young nation but an old republic.
General Motors is the world's largest industrial firm.

____
____
____

Pork and beans is the camper's standby.
A skirt and sweater is her favorite outfit.
My father's dearest friend and our godfather is paying us a visit.
All work and no play makes Jack a dull boy.

____
____
____

Answer: These subjects, although ((plural)) in form, are considered as one unit and are therefore ((singular))* in meaning.

4. On the basis of the following examples, what would you conclude to be the rule concerning subject-verb agreement when the parts of the subject are joined by or, either...or, neither...nor? Can you write four more sentences illustrating this or-nor rule of agreement?

The girls or the boy is to blame./The boy or the girls are to blame.
Either the girls or the boy is to blame./Either the boy or the girls are to blame.
Neither the girls nor the boy is to blame./Neither the boy nor the girls are to blame.
Is the boy or the girls to blame?/Are the girls or the boys to blame?
You or I am to blame. (awkward) / You are to blame, or I am. (better)
You or he is to blame. (awkward) / You are to blame, or he is. (better)
Either he or I am to blame. (awkward) / Either he is to blame, or I am. (better)
Neither you nor I am guilty. (awkward) / You are not guilty, nor am I. (better)
Either the children, or the mother, or the father is to blame.
Either the father, or the mother, or the children are to blame.
Neither his parents, nor his wife, nor his son understands him.
Neither his son, nor his wife, nor his parents understand him.

Answer: When the parts of a compound subject are joined by or (nor), the verb agrees with that part of the subject ((nearest)) to it.

Examples: ____
____
____
____

5. On the basis of the following examples, what would you conclude to be the rule concerning subject-verb agreement when part of the subject is affirmative and the other part is negative? Can you write three more sentences illustrating this affirmative-negative rule of agreement?

The end, not the means, is debatable.	The means, not the end, are debatable.
Not the means, but the end is debatable.	Not the end, but the means are debatable.
I, not you, am the one responsible.	You, not I, are the one responsible.
I am the one responsible, not he.	He is the one responsible, not I.

Answer: When one part of a compound subject is affirmative and the other is negative, the verbs agrees with the ________________.

Examples: ____
____
____
____

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*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

Subject-Verb Agreement

6. On the basis of the following examples, what would you conclude to be the rule concerning subject-verb agreement when the subject cluster consists of a mass or abstract head noun modified by two or more adnouns joined by and? Can you write two more sentences illustrating the agreement of the verb with this type of subject cluster?

Synthetic and natural rubber are almost indistinguishable.
Imported and domestic wine vary more in price than in quality.
Private and public education are constantly expanding their facilities.
Economics and racial prejudice go hand in hand.

Answer: Because a mass or abstract noun can be pluralized by two adnouns joined by and, such a cluster used as a subject is followed by a ______________ verb.

Examples: ____
____

7. On the basis of the following examples, what would you conclude to be the rule concerning subject-verb agreement when the subject is an indefinite or general pronoun? Can you write four more sentences illustrating the agreement of the verb with this type of pronoun subject?

Everybody (-one, -thing) is wrong.	None of us were fishermen.
Somebody (-one, -thing) is wrong.	None of us was a fisherman.
Nobody (-one, -thing) is wrong.	None of us were surprised.
Anybody (-one, -thing) is better.	None of us was surprised.
Either (neither) is correct.	None of the escapees were caught.
Each is correct.	None of the escapees was caught.

Answer: Everybody (etc.), somebody (etc.), anybody (etc.), either, neither, and each take a ______________ verb. When stressing 'not any,' none takes a ______________ verb; when stressing 'no one,' none takes a ______________ verb.

Examples: ____
____
____
____

8. On the basis of the following examples, what would you conclude to be the rule concerning subject-verb agreement when the subject is a collective noun? Can you write four more sentences illustrating the agreement of the verb with a collective noun subject?

The program committee has submitted its budget.
The program committee have paid their own expenses.
Our family has lived together for years.
Our family have not seen one another for years.
The rules committee has its obligation.
The rules committee have their doubts.

The congregation was agreed.
The congregation were disagreed.
The young couple was anxious to leave.
The old couple was always squabbling.
The old couple were always squabbling.

Answer: If in a given context the emphasis is on the whole rather than the parts, the collective noun takes a ______________ verb; if the emphasis is on the parts rather than the whole, the collective noun takes a ______________ verb.

Examples: ____
____
____
____

Subject -- Part Three: Anticipatory Subjects 'There' and 'It'

1. There and it are often used as unreal or anticipatory subjects substituting for the real subject which follows later in the sentence.

   a. Can you underline the subjects (subject clusters) in the following sentences and write at least four more examples illustrating the use of anticipatory there?

   There is a change.
   There are no changes.
   There has been a change.
   There have been no changes.
   There was a very large crowd.
   There were too many people.
   There is no use complaining.
   There is no use to complain/
   There will always be an England.
   Once there was a silly, old ram.
   Once upon a time there were three pigs.
   In the shadows at the end of the alley there stood a man.
   ____
   ____
   ____
   ____

   b. Can you underline the subject (subject clusters) in the following sentences and write at least two more examples illustrating the use of anticipatory it?

It was a hard rain.
It was a heavy snow.
It is useless complaining.
It is useless to complain.
It is no use complaining.
It is no use to complain.

____

____

2. It is sometimes used as merely a 'filler' subject which has little or no real meaning in terms of referring to anything but is felt to be necessary to fill in the subject position.

It snowed.
It rained.
It is snowing.
It is raining.
It is foggy (cold, etc.).
It is a long way.
It is past midnight.

3. The use of anticipatory there/it and filler it result in statements with different emphases. What is the difference?

Anticipatory there/it	Filler it
There (it) was a heavy snow.	It snowed heavily.
There (it) was a hard rain.	It rained hard.

Answer:

________________________________ emphasizes the subject or noun.
________________________________ emphasizes the action or verb.

Sample Exercises -- Sentence Structure, Unit II: Predicate

Predicate -- Part One: Introduction

1. Which of the following situations would be most likely to result in the following utterances -- that is, can you list the following utterances under the situations in which they would be most likely to occur?

"Good morning." "Hello." "Pst!" "Gentlemen." "Waiter!" "Hist!"
"John!" "Hi!" "Good night." "Good-bye." "So long." "Hey!"

To signal somebody.	To greet somebody.	To address somebody.	To leave somebody.
"Pst!"	"Hello."	"John!"	"Good-bye."

2. Can you arrange the following utterances in appropriate pairs?

"Hey!" "Merry Christmas!" "Hello." "Good night."
"Hi!" "Happy New Year!" "Good-bye." "Good morning."
"Good-bye." "Good night." "Good-bye." "So long."

Opening Remarks →	Responses
"Good night."	"Good night."
"Good-bye."	"Good-bye."
"Hey!"	"Hi!"

3. Can you either fill in briefly the situations likely to cause the following remarks, or write grammatically complete sentences for which the following are shortened sentence substitutes?

Examples:
Subsentence: "Fire!"
Situation: reaction to smelling smoke
Grammatical sentence: "There is a fire!"

Subsentence: "Nonsense!"
Situation: expressing disgust with a silly argument
Grammatical sentence: "That is nonsense!"

Subsentences

Subsentence: "Bad luck."
Situation: expressing sympathy for a person's bad luck
Grammatical sentence: ____________________

Subsentence: "What fun!"
Situation: ____________________
Grammatical sentence: "What a lot of fun this is!"

Subsentence: "You!"
Situation: expressing surprise upon seeing someone
Grammatical sentence: ____________________

Subsentence: "Enough?"
Situation: asking somebody if he has had enough
Grammatical sentence: ____________________

Subsentence: "All mine?"
Situation: questioning being given all of something
Grammatical sentence: ____________________

Subsentence: "Me too?"
Situation: questioning somebody's wanting you
Grammatical sentence: ____________________

Subsentence: "Coming."
Situation: answering a call
Grammatical sentence: ____________________

Subsentence: "Finished?"
Situation: ____________________
Grammatical sentence: "Have you finished?"

Subsentence: "Coming through!"
Situation: warning others as you press through a crowd.
Grammatical sentence: ____________________

Subsentence: "Finished already?"
Situation: ____________________
Grammatical sentence: "Have you finished already?"

Subsentence: "Sorry."
Situation: apologizing to somebody
Grammatical sentence: ____________________

Subsentence: "Too bad!"
Situation: sympathizing with somebody's bad luck.
Grammatical sentence: ____________________

Subsentence: "Finished?"
Situation: ____
Grammatical sentence: "Are you finished?"

Subsentence: "To go?"
Situation: questioning a customer in a coffee shop
Grammatical sentence: ______________________________

Subsentence: "Now?"
Situation: asking when to do something
Grammatical sentence: ______________________________

Subsentence: "Up?"
Situation: asking whether to move up or down
Grammatical sentence: ______________________________

Subsentence: "Almost."
Situation: ____
Grammatical sentence: "You almost did it."

Subsentence: "Not quite."
Situation: commenting on the correctness of something
Grammatical sentence: ______________________________

a. Do these situations above involve oral _____ or written _____ communication?

b. Are such subsentences more likely to occur in written _____ or spoken _____ English?

c. These particular situations above resulted in what types of subsentences?
statements _____ requests _____ questions _____ commands _____

4. In what situations would the following subsentences be likely to occur as...

Noun utterances: Situation
"Scalpel." ______________________________
"Water!" ______________________________
"Mercy!" ______________________________
"Your money!" ______________________________
Verb utterances:
"Run!" ______________________________
"Fire!" ______________________________
"Sleep tight." ______________________________
"Come quickly!" ______________________________
Modifier utterances:
"Careful!" ______________________________
"Later." ______________________________
"The large." ______________________________
"More gently." ______________________________

a. Do these situations involve oral _____ or written _____ communication?

b. Are such subsentences more likely to occur in written _____ or spoken _____ English?

c. These particular situations above resulted in what types of subsentences?
statements _____ requests _____ questions _____ commands _____

d. In the situations which you have indicated, do these subsentences result in complete communications -- that is, do they make complete sense? Yes _____. No _____.

5. With reference to the questions in column 1, put an x after any of the utterances in columns (1) or (2) which you do not consider to be sentences (either grammatically complete, or subsentence types).

Questions	Answers			
	(1)		(2)	
"What do you need?"	"Some nails."	___	"I need some nails."	___
"What did you enjoy the most?"	"The dancing."	___	"Dancing I enjoy the."	___
"What do you want to do?"	"Dance."	___	"I want to dance."	___
"Did he say anything?"	"Nothing."	___	"He didn't say a thing."	___
"Whose signature was that?"	"Mine."	___	"What signature?"	___
"What did he say?"	"Nothing much."	___	"He didn't say much."	___
"What should I do?"	"Resign."	___	"What I do."	___
"How was it?"	"Terrible."	___	"It terrible was."	___
"Have you got some?"	"Several."	___	"I have several."	___
"Do you need any nails?"	"Some tenpenny."	___	"I need some tenpenny."	___
"Which one do you want?"	"The green."	___	"Which one?"	___
"Which skirt do you like?"	"The corduroy."	___	"I like the corduroy."	___
"Whose jacket is this?"	"John's."	___	"It John's is."	___
"What did he do next?"	"The expected."	___	"The he expected did."	___
"How do you want this order?"	"To go."	___	"I want it to go."	___
"How did you do?"	"Poorly."	___	"I did poorly."	___
"Do you agree?"	"Yes."	___	"I agree."	___
"Where do you want to go?"	"Home."	___	"Where you go."	___
"Did they come?"	"Running."	___	"They came running."	___
"Why did you do it?"	"To win."	___	"I did win it to."	___
"When should we leave?"	"Early."	___	"We leave early should."	___
"Is she pretty?"	"Very."	___	"Pretty very is she."	___
"Are you finished?"	"Almost."	___	"I am almost."	___
"Is this confidential?"	"Strictly."	___	"It is."	___
"How old are these?"	"Centuries."	___	"It is centuries old."	___
"Is the soup hot?"	"Scalding."	___	"Hot scalding is it."	___

a. Can you make sentences out of the groups of words which you have checked as not being sentences?

b. Why didn't you mark any of the responses in column (1) as non-sentences?

Answer: All the responses in column (1) are sentences because they result in ______________ communications within the context of the question and answer, though not in and by themselves.

c. Why did you mark some of the responses in column (2) as non-sentences?

Answer: Some of the responses in column (2) are not sentences because they do not result in ______________ communication within themselves or within the context.

d. Therefore a sentence must result in a ______________ communication within itself or within the context.

6. Sentences of more than one word usually consist of two parts, a subject part and a predicate part, which result in the following three basic sentence types --

The horse | jumped.
The horse | jumped the fence.
The horse | was ⟨ a jumper.
skittish.

a. The ______________ part of a sentence consists of everything but the subject (subject cluster) part of the sentence.

b. Predicates of more than one word usually consist of two parts, a verb (verb cluster) part and a 'completer' part.

c. Put an S over the subject and a V over the verb in the following three basic sentence types.

The horse | jumped.

The horse | jumped the fence.

The horse | was $<$ a jumper.
skittish.

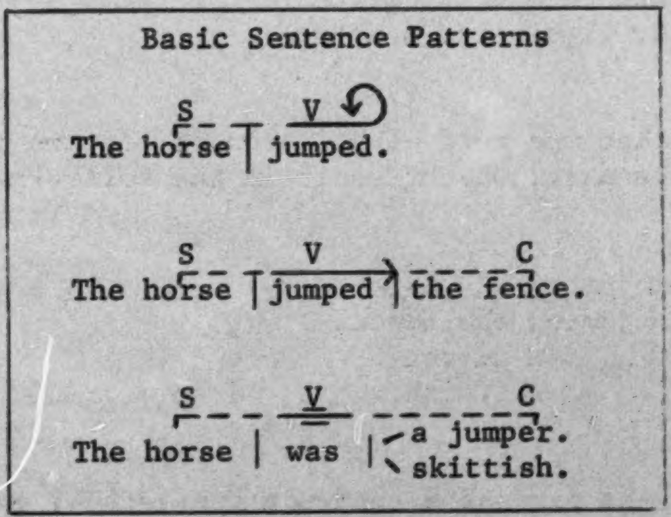
d. The ______________ part of the predicate consists of everything but the verb (verb cluster) part of the predicate. Can you draw lines separating the verb and the 'completer' parts (if any) of these basic predicate types, and put a C over the headword of the 'completer.'

The $\overset{S}{\text{horse}}$ | $\overset{V}{\text{jumped}}$.

The $\overset{S}{\text{horse}}$ | $\overset{V}{\text{jumped}}$ the fence.

The $\overset{S}{\text{horse}}$ | $\overset{V}{\text{was}}$ $<$ a jumper.
skittish.

e. Arrows can be used to indicate the three basic verb types and the three basic subject-verb-completer patterns:



7. Can you label the following statements as ↺, ⟶, or ═ sentence patterns, and then repeat the indicated sentence parts, writing them as possible responses to the statements? When in doubt, refer to the three model patterns -- The horse jumped. (↺), The horse jumped the fence. (⟶), The horse is a jumper ...is skittish. (═).

Basic Sentence Patterns

Statements			Responses
"The President just arrived."	↺	subject	"The President!"
"John called."	↺	subject	"John?"
"You have ambition."	→	completer	"Ambition?"
"I collect teeth."	→	predicate	"Collect teeth?"
"We have formed a club."	→	predicate	"Have formed a club?"
"My hobby is welding."	≐	completer	"Welding!"
"My ambition is to write."	≑	completer	"To write?"
"The children have disappeared."		main verb	
"The plane has vanished."		predicate	
"I just borrowed it."		predicate	
"I immediately recognized you."		adverb	
"The money is gone."		completer	
"I never liked you."		adverb	
"Stand here."		adverb	
"I have tried."		helping verb	
"You nearly did it."		adverb	
"I slowly drew my gun."		adverb	
"We might win."		helping verb	
"He left yesterday."		verb cluster	
"Salt the driveway."		verb	
"I am going home."		adverb	
"They came begging."		adverb	
"You are muddying the issue."		head verb	
"He shot to kill."		adverb	
"We counted twenty-one bear."		C-cluster	
"I like green apples."		C-cluster	
"Corduroy skirts are the rage."		S-cluster	
"A blazing light appeared in the sky."		S-cluster	
"Now is the time to sell."		C-cluster	
"His story disproves yours."		S-cluster	
"We share each other's secrets."		C-cluster	
"That one is mine."		S-cluster	
"You are not your old self (yourself)."		C-cluster	
"This is everybody's problem."		C-cluster	
"This is Zorro's work."		C-cluster	
"She is very pretty."		admodifier	
"She skis very well."		admodifier	
"It is almost ready."		admodifier	
"It went absolutely straight."		admodifier	
"This is strictly confidential."		admodifier	
"It is centuries old."		admodifier	
"We went miles farther."		admodifier	
"The soup is scalding hot."		admodifier	
"He is dead wrong."		admodifier	

Sample Exercises -- Sentence Structure, Unit II: Predicate cont'd.

Predicate -- Part Two: Transitive Relationship

1. Analyzing the following sentences as directed, can you discover the distinguishing features of this basic sentence type?

   (1) Draw a line separating the subject (or subject cluster) from the predicate.
   (2) Put an S over the subject (or headword of the subject cluster).
   (3) Put a V over the verb (or headword of the verb cluster).
   (4) Draw a line separating the verb (or verb cluster) from any completer.
   (5) Put a C over any completer (or headword of the completer cluster).
   (6) Draw an arrow after the sentence, indicating a ↶ , → , or —=— pattern.

The $\overset{S}{\text{horse}}$ | $\overset{V}{\text{jumped}}$ | the $\overset{C}{\text{fence}}$. →

He slowly drew his gun.
He collected shark's teeth.
He didn't have any ambition.
They nearly did the impossible.
They had salted the icy driveway.
He had always liked green apples.
We quickly counted twenty-one bear.
His story completely disproves yours.
He would just borrow his neighbor's tools.
The frantic horse jumped the corral fence.
We have always shared each other's secrets.
The lawyer was purposefully muddying the issue.
The father never had liked his daughter's beaux.
The sheriff had immediately recognized the fugitive.
The local citizens had formed a vigilante committee.

a. In each sentence the verb (verb cluster)...
___ is followed by a completer
___ is not followed by a completer

b. In each sentence the verb (verb cluster) is one expressing...
___ an action of the subject, with no completer being necessary
___ an action (literal or figurative) of the subject upon a completer
___ a connection similar to an equals sign (=) linking subject and completer

c. In each sentence the verb results in...
___ a ↶ pattern of subject-verb relationship
___ a → pattern of subject-verb-completer relationship
___ a —=— pattern of subject-verb-completer relationship

Transitive Relationship - Direct Object

2. To sum up the distinguishing features of this basic sentence type -- when the verb is one expressing an action (literal or figurative) of the subject upon a completer in a basic → pattern, the verb is said to be used 'transitively' (trans 'across' plus ire 'to go'), and the completer directly receiving the action of the verb is called a 'direct object' (O).

   a. The following examples demonstrate the wide range of relationships between the subject (S), the verb (V), and the direct object (O) -- ranging from the concrete and literal He caught the girl, to the abstract and figurative He caught her eye.

He struck the horse.
He saddled the horse.
He spurred the horse.
He rode the horse.
He galloped the horse.
He broke the horse.
He trained the horse.
He sold the horse.
He called the horse.
He had a horse.
He heard the horse.
He saw the horse.
He knew horses.
He talked horses.

He died a hard death.
He lived a long life.
He ran a smart race.
He fought a good fight.
He sang a popular song.
He slept a deep sleep.

He cut his finger.
He bandaged his finger.
He pointed his finger.
He snapped his fingers.

He told the truth.
He knew the truth.
He saw the point.
He made his point.

He mopped the floor.
He mopped up the floor.
He wiped off the dust.
He wiped off the table.

He departed this life.
He plays cards.
He turned the corner.
He raised the money.
He had his way.
He caught her eye.

1) Can you rearrange the following sentences in two lists indicating whether the subject S - V - O relationship is more concrete and literal, or more abstract and figurative?

He caught the girl.
He kept the peace.
He made the team.
He showed the slides.
He closed the door.

He caught her eye.
He kept the pieces.
He made a cabinet.
He showed promise.
He closed the transaction.

Concrete-Literal	Abstract-Figurative

Transitive Relationship - Direct Object

2) Can you arrange the following sentences in the appropriate columns and write in the opposite column a contrasting sentence using the same verb?

He saw the point.
He threw a fit.
He spread rumors.
He took the money.
He found the money.
He hid his feelings.
He opened the box.
He changed his mind.

Concrete-Literal	Abstract-Figurative

b. Another difference in the relationship of subject (S), verb (V), and direct object (O) is illustrated by the following contrasting pairs of sentences. What is the repeated difference in meaning between the S-V-O relationships in columns (1) and (2)?

(1)	(2)
He bought a house.	He built a house.
He read the book.	He wrote the book.
He ate the cake.	He baked the cake.
He heard the remark.	He made the remark.

Answers:
In column ______ the direct objects name something (a goal) affected (acted upon) by the action of the verb.
In column ______ the direct objects name something (the result) effected (created) by the action of the verb.

1) Can you write contrasting sentences with effected objects (keeping the same words as objects)?

Affected Objects	Effected Objects
He mailed the letter.	
He filled the hole.	
The picked the corn.	
He heard the splash.	

2) Can you write contrasting sentences with affected objects (keeping the same verbs)?

Affected Objects	Effected Objects
______ ____________________	He signed his name.
__________________________	He struck a spark.
__________________________	He burned a hole in it.
__________________________	He nodded his approval.

3. The special subject-object (case) forms and the uses of a few pronouns need special attention.

a. On the basis of the following sentences, what are the proper subject and object spellings of the following personal pronouns?

I know him.
He knows me.
We know her.
She knows us.
They know them.

Personal Pronouns

	Singular			Plural		
	Subject		Object	Subject		Object
1st Person	______	...	______	______	...	______
3rd Person. Masculine	______	...	______	______	...	______
3rd Person. Feminine	______	...	______			

1) Complete the following sentences, writing each with a different compound subject consisting of _I_ plus one of the following -- _Tom_, _you_, _he_, _she_. What do you find to be the rule about the position of _I_ when used with other subjects?

Only ____________ and ______________ know the facts.
Only ____________ and ______________ know the facts.
Only ____________ and ______________ know the facts.
Only ____________ and ______________ know the facts.

Answer: _I_ ______________ other subjects.

2) The forms of pronouns need checking when used as parts of compound subjects or objects. To double check the pronoun forms, consider the use of each subject or object separately.

Transitive Relationship - Direct Object

S S? V O

Jane and (her-she) / cooked / the entire meal.

Her..... cooked the entire meal. = wrong

She..... cooked the entire meal. = right

Therefore -- Jane and she cooked the entire meal. = correct

S? S V O

(Him-He) and his brother / own / hotrods.

Him................ owns a hotrod. = wrong

He................. owns a hotrod. = right

Therefore -- He and his brother own hotrods. = correct

S V O O?

The company / wouldn't hire / Tom or (I-me).

The company wouldn't hire..............I. = wrong

The company wouldn't hire.............me. = right

Therefore -- The company wouldn't hire Tom and me. = correct

Can you make the proper choices in the following problem cases? Cross out the incorrect form.

(Her - She) and her sister are the best students in the school.
My buddy and (I - me) like to hunt and fish together.
They nearly caught Joe and (I - me) in the act.
In spite of the weather, the boys and (we - us) are going skiing.
I have not seen (him - he) or his brother for a month.
I have never met either (they - them) or their children.
(We - Us) teenagers are no wilder than our parents were.
Last summer (they - them) and their grandfather went camping.
They have invited (they - them) and (we - us) to a slumber party.
(We - Us) Americans are not used to tourists visiting our country.
They hired his brother, but they wouldn't hire (her - she) or her sister.
They introduced the girls but not (we - us) boys.
When the rain stops (he - him) and I are going swimming.

b. Can you complete the following chart of reflexive pronouns?

Reflexive Pronouns

	Singular		Plural
1st Person	myself	...	ourselves
2nd Person		...	
3rd Person Masculine		...	
3rd Person Feminine		...	
3rd Person Neuter		...	

1) Since reflexive pronouns are always ______________ indicating that the subject is acting on itself, what label should you put on the line above singular and plural in the chart above?

2) Keeping in mind this definition of reflexive pronouns, can you make the proper choice in the following problem cases? Cross out the incorrect form.

I disappointed (me - myself) as much as I did (her - herself).
We are all going, you, Sam, and (I - me - myself).

c. As objects the reciprocal pronouns each other and one another indicate that the relations of the plural subject are ((reciprocal))*, that is, ____. The following examples illustrate preferred or formal usage -- that is, ______________ is preferred with a subject of 2; ______________ is preferred with a subject of 3 or more.

The boxers respected each other.
The players respected one another.
Do we understand one another?
Do you and I understand each other?
The two brothers understood each other.
The three brothers understood one another.

4. There are two variants of the basic S-V-O (⟶) sentence pattern. One variant occurs when a second or 'indirect object' is added after verbs of giving, making, communicating, and wishing. This double-object variant of the basic (⟶) pattern will hereafter be indicated by a double arrow (⟶⟶).

The horse $\overrightarrow{\text{jumped the fence}}$.

He $\overrightarrow{\text{gave the horse}}\overrightarrow{\text{an apple}}$.

He $\overrightarrow{\text{gave the horse}}\overrightarrow{\text{a kick}}$.

The horse $\overrightarrow{\text{gave him}}\overrightarrow{\text{a kick}}$.

a. Analyzing the following sentences as directed, can you discover the characteristics of this 'indirect object' variant of the basic S-V-O sentence type.

(1) Draw lines dividing the sentence into its S-V-C parts.
(2) Put S-V-O over the subject, verb, and object words (headwords).
(3) Draw a line separating the direct object (or object cluster) from the rest of the completer.
(4) Put Ⓞ, the symbol for indirect object, over the word (headword) of the remaining part of the completer.

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

Transitive Relationship - Indirect Object

S V Ⓘ O
He | told | us | a lie.

He did her a favor.
They meant us no harm.
He cut himself a slice.
He offered her a bargain.
They refused me a hearing.
They wished each other luck.
She baked them an apple pie.
He made us a very good offer.
They promised us their support.
We showed the enemy no mercy.
His parents loaned him the ten dollars.
A special messenger brought us the news.
My mother gave every lost animal a home.
I didn't give the matter a second thought.
The passersby gave the stalled car a push.
The family lawyer read the children the will.
Our grocer gave his regular customers a discount.
The neighbors bought the children some new clothes.
The man had already paid the loan sharks the full amount.
The sensational news reports had caused our families some anxiety.

1) In each sentence the completer is...
   ___ made up of one part
   ___ made up of two parts

2) In each completer...
   ___ the indirect precedes the direct object
   ___ the indirect follows the direct object

3) The indirect object is...
   ___ the primary or first receiver of the action
   ___ the secondary or second receiver of the action

b. In most cases the indirect object can be emphasized by putting it at the end of the sentence in its to or for form -- for example, He told us a lie. > He told a lie to us. He did her a favor. > He did a favor for her. Can you rewrite the last four sentences in the list above, putting the indirect object in its to or for form?

____

____

____

____

Transitive Relationship - Passive

5. The other variant of the basic S-V-O ($\longrightarrow$) sentence pattern occurs when the action of a sentence is reversed or put in the 'passive.' Recalling what you have learned about passive form and style under 'Helping Verbs of Action,' can you discover the distinguishing features of the 'passive' construction, hereafter indicated by a reversed arrow ($\longleftarrow$)?

The $\overrightarrow{\text{horse jumped the fen}}$ce.

The $\overleftarrow{\text{fence was jump}}$ed by the horse.

He $\overrightarrow{\text{kicked the hor}}$se.

$\overleftarrow{\text{He was kick}}$ed by the horse.

a. Analyzing the following sentences as directed, marking and dividing each active and passive sentence into its S-V-Φ-O parts, can you discover the characteristics of this 'passive' variant of the basic S-V-O sentence pattern?

1) Rewrite in the passive, without retaining the subject of the active sentence.

S V O	S V
They ∣ delivered ∣ the message.	The message ∣ was delivered.
They meant no harm.	
They have paid your bill.	
They were breaking his spirit.	
They were painting the house.	

2) Rewrite in the passive, retaining the subject of the active sentence.

S V O	S V Agent
The truck ∣ struck ∣ the boy.	The boy ∣ was struck ∣ by a truck.
Everybody will remember him.	
The entire class failed the test.	
The family lawyer read the will.	
A special messenger brought the news.	
The sensational news reports had caused some anxiety.	

3) Rewrite in the passive, without retaining the subject of the active sentence, and putting the active Φ in the first position. The active O, here retained in the passive, is called a 'retained object' in the passive sentence and is still marked O.

$\overset{S}{\text{They}} \mid \overset{V}{\text{offered}} \mid \overset{\Phi}{\text{him}} \mid \text{a } \overset{O}{\text{job}}.$	$\overset{S}{\text{He}} \mid \overset{V}{\text{was offered}} \mid \text{a } \overset{O}{\text{job}}.$
They gave him a fair trial.	____________________
They refused me a hearing.	____________________
They promised me their support.	____________________

Our grocer gave his regular customers a discount.

____

The man had already paid the loan sharks the full amount.

____

4) Rewrite twice, retaining the subject of the active sentence -- sentence (a) with the active Φ in the first position; sentence (b) with the active O in the first position. The active Φ, here retained in the passive is called a 'retained' indirect object in the passive sentence and is still marked Φ.

We gave the others no encouragement.
(a) The others were given no encouragement by us.
(b) No encouragement was given to the others by us.

His parents loaned him the ten dollars.
(a) ________________________________
(b) ________________________________

The sensational news reports had caused our families some anxiety.
(a) ________________________________
(b) ________________________________

b. Active and passive variations of a sentence are matters of the subject-verb relationship. The arrow indicating an active sentence points to the right (⟶) because the subject is the ((doer)) of the action; while the arrow indicating a passive sentence points to the left (⟵) because the subject is a ((receiver)) of the action.

c. When the subject of the active sentence is retained in the passive it is written as a by- phrase and is called the ____________.

d. Both the direct and the indirect objects of an active sentence can be made the ____________ of a passive sentence.

e. When either the direct or the indirect object of an active sentence is made the subject of a passive sentence, the other object is retained in the passive and is called a ____________ object.

f. On the basis that the beginning and end are more emphatic positions than the middle of a sentence, and on the basis that the end position can have an additional climactic effect, underline that part of those parts of the passive sentences which receive more emphasis in passive word order than in active word order.

They delivered the message.	The message was delivered.
The truck struck the boy.	The boy was struck by a truck.

We gave the others no encouragement.
The others were given no encouragement.
No encouragement was given to the others.
The others were given no encouragement by us.
No encouragement was given to the others by us.

Sample Exercises -- Sentence Structure, Unit II: Predicate cont'd.

Predicate -- Part Three: State-of-Being Relationship

1. Analyzing the following sentences as directed, can you discover the distinguishing features of this basic sentence type?

   (1) Draw a line separating the subject (or subject cluster) from the predicate.
   (2) Put an S over the subject (or headword of the subject cluster).
   (3) Put a V over the verb (or headword of the verb cluster).
   (4) Draw a line separating the verb (or verb cluster) from any completer.
   (5) Put a C over any completer (or headword of the completer cluster).
   (6) Draw an arrow after the sentence indicating a ⤺, ⟶, or —=— pattern.

   The $\overset{S}{\text{horse}}$ | $\overset{V}{\text{is}}$ | a $\overset{C}{\text{jumper}}$. —=—

   The $\overset{S}{\text{horse}}$ | $\overset{V}{\text{was}}$ | $\overset{C}{\text{skittish}}$. —=—

   His latest hobby is welding.
   He was absolutely dead wrong.
   He didn't seem quite himself.
   The money was already all gone.
   She suddenly became very pretty.
   The soup was always scalding hot.
   The old one had always been mine.
   Now seems the perfect time to sell.
   His lifelong ambition had been to write.
   The manuscript was finally almost ready.
   The irrigation system was obviously centuries old.
   Corduroy skirts have become the latest teenage fad.
   The following facts and figures are strictly confidential.
   Such a cleverly planned escape must have been Zorro's work.
   The acute food shortage was quickly becoming everybody's problem.

a. In each sentence the verb (verb cluster)...
   __ is followed by a completer
   __ is not followed by a completer

b. In each sentence the verb (verb cluster) is one expressing...
   __ an action of the subject, with no completer being necessary
   __ an action (literal or figurative) of the subject upon a completer
   __ a connection similar to an equals (=) sign linking subject and completer

c. In each sentence the verb results in...
   __ a ⤺ pattern of subject-verb relationship
   __ a ⟶ pattern of subject-verb-completer relationship
   __ a —=— pattern of subject-verb-completer relationship

2. To sum up the distinguishing features of this basic sentence type -- when the verb is one expressing not an action but a connection similar to an equals (=) sign linking subject and completer in a basic —=— pattern, the verb is called a 'linking verb' and the completer is called a 'predicator' (P).

   a. The predicator is a ______________ or ______________ in the predicate, indicating a past, present, or future state - condition - quality of the ______________. Can you complete the following contrasting examples.

P-Noun	P-Adnoun
He is a foreigner.	He is foreign.
He is a snob.	He is snobbish.
He is a bore.	______________________
______________________	He is cowardly.
He became an expert.	______________________
______________________	The meeting became riotous.
He seemed a fanatic.	______________________

   b. Though be, become and seem are the most common linking verbs, many other verbs can be used similarly with the underlying meaning of an equals sign. Can you complete the following contrasting examples?

P-Noun	P-Adnoun
He feels a failure.	He feels unsuccessful.
He began a poor man.	He began poor.
He continued a fanatic.	He continued fanatical.
He looked a man.	______________________
______________________	He appears childish.
He proved a coward.	______________________

3. The less linking force the verb has and the more action force, the less adnoun force the modifier has and the more adverbial force. Often the adnoun form and the adverb meaning seem to blend, but the two are basically different as the following examples illustrate.

Stay quiet a moment.	Stay quietly where you are.
It tastes strong.	It tastes strongly of garlic.
The dog smells bad.	The dog smells badly.
He rested content.	He rested contentedly.

   a. When the linking force of the verb prevails (rather than the action force) it is followed by an adnoun (rather than an adverb). Using the verbs indicated, can you write other examples similar to the following verb + predicate adnoun combinations?

Predicate -- Object plus Predicator

The battery went dead.	Everything went wrong.
His predictions proved wrong.	His predictions came true.
The door flew open.	The door slammed shut.
The rope worked loose.	His pants wore thin.
He fell ill.	He took ill.
The ball fell fair.	The ball stayed foul.
It flashed red.	It loomed large.
He sat still.	He stood still.
(taste)________________	(smell)________________
(feel)________________	(look)________________
(sound)________________	(grow)________________
(get)________________	(keep)________________
(rank)________________	(blush)________________

b. When the action force of the verb prevails (rather than the linking force) it is followed by an adverb (rather than an adnoun). Can you write contrasting sentences using the following verbs in verb + adverb combinations?

P-Adnoun	Adverb
The bone felt soft.	(feel) He felt carefully of the bone.
The battery went dead.	(go) They went quickly.
The rope worked loose.	(work)________________
She looked beautiful.	(look)________________
The prediction came true.	(come)________________
The weather turned bad.	(turn)________________
The bell rang true.	(ring)________________

4. What difference in style results when a linking verb is substituted for an action verb, or vice versa? Can you complete the contrasting sentences in the following pairs?

Action Verb	Linking Verb
It snowed heavily.	There was a heavy snow.
Nobody answered.	There was no answer.
I suspect him.	I am suspicious of him.
I admired him.	________________
________________	Balboa was the discoverer of the Pacific.
He drove stock cars.	________________
________________	He was the leader of the opposition.
The fruit will perish.	________________
________________	He was persistent.
He played an organ.	________________

Answer: Nouns and adnouns are emphasized when a ____________ verb is substituted for an ____________ verb.

Predicate -- Object plus Predicator

5. Again some attention needs to be paid to the subject/object case spellings when the personal pronouns are used as predicate pronouns.

More Formal	More Informal
It is I.	It is me.
It is he.	It is him.
It is she.	It is her.
It is we.	It is us.
It is they.	It is them.

Since such minimum S-V-P sentences are usually conversational, the informal use 'sounds right.' In longer expressions, written or spoken, the more formal usage may be found, based on the theory (if not the practice) that 'subject—≡—subject.'

It is I (he, she, we, they) who must take the responsibility.

In some cases the subject case 'sounds' so awkward that it would probably appear only in a pettifogging English test.

They think it was I, and I think it was they.

6. There is one variant of the basic S-P (—≡—) pattern. This variant occurs when the predicator follows an object and will hereafter be indicated by an extended arrow combining both the object and the predicator patterns (—>—≡—).

The horse was a jumper.

He considered the horse (to be) a jumper.

The horse was skittish.

He made the horse (to be) skittish.

a. An object followed by a predicator is a shortened or abridged way of saying two quite different things about an object. The matter of shortened or abridged constructions will be treated thoroughly in a later unit. Meanwhile, can you write in parentheses, as indicated below, the fuller meanings of the following O-P combinations?

Predicate -- Object plus Predicator

Group 1
We found him a bore (...that he was a bore).
He proved himself a fine fellow (...that he was a fine fellow).
He believed himself infallible (...that he was infallible).
I thought him a scoundrel (...________________________________).
I imagined him older (...________________________________).
He considered himself lucky (...________________________________).
He declared them ineligible (...________________________________).
He held them accountable (...________________________________).

Group 2
They painted the fence white. (=so that it was white)
They crowned him king. (=so that he was king)
They got us excited. (=so that we were excited)
They left us alone. (=________________________________)
They appointed him commissioner. (=________________________________)
They made us comfortable. (=________________________________)
They drove us crazy. (=________________________________)
We want him dead or alive. (=whether________________________________)

b. Different as these longer interpretations of the O and P relationships are, can you discover what characteristic shorter expression and simpler underlying meaning can be inserted or understood between every object and its predicator? To check your answer...

(1) Insert this repeated connection in each of the sentences below.
(2) Draw lines dividing the sentence into its S-V-C parts.
(3) Put S-V-O over the subject, verb, and object.
(4) Draw a line separating the object from the rest of the completer.
(5) Put P, predicator, over the remaining part of the completer.

We found him (_________) a bore.
They painted the fence (_________) white.
He proved himself (_________) a fine fellow.
They crowned him (_________) king.
He believed himself (_________) infallible.
They got us (_________) excited.
I thought him (_________) a scoundrel.
They left us (_________) alone.
I imagined him (_________) older.
They appointed him (_________) commissioner.
He considered himself (_________) lucky.
They made us (_________) comfortable.
He declared them (_________) ineligible.
They drove us (_________) crazy.
He held them (_________) accountable.
We want him (_________) dead or alive.

Answer: The repeated, underlying connection is ((to be)) .

Predicate -- Object plus Predicator

1. In each sentence the completer is
   __ made up of one part
   __ made up of two parts

2. In each completer...
   __ the object precedes the predicator
   __ the object follows the predicator

3. The underlying relationship, expressed or understood, between an object and its predicator is ______________.

c. Can you distinguish an O-P completer from an Φ-O completer, indicating the proper →≡ or →→ pattern after each of the following sentences? What is the basic difference between the two combinations?

We found him a wife.
We found him a bore.
We made him a sandwich.
We made him a member.

Answer:
The combination of an __ - __ involves two different things.
The combination of an __ - __ involves only one thing.

Sample Execises -- Sentence Structure, Unit II: Predicate cont'd.

Predicate -- Part Four: Intransitive Relationship

1. Analyzing the following sentences as directed, can you discover the distinguishing features of this basic sentence type?

   (1) Draw a line separating the subject (or subject cluster) from the predicate.
   (2) Put an S over the subject (or headword of the subject cluster).
   (3) Put a V over the verb (or headword of the verb cluster).
   (4) Draw a line separating the verb (or verb cluster) from any completers.
   (5) Put a C over any completer (or headword of the completer cluster).
   (6) Draw an arrow after the sentence, indicating a —⟲, ⟶, or —=— pattern.

   $\overset{S}{\text{The horse}}$ | $\overset{V}{\text{jumped.}}$ —⟲

   They stood waiting.
   They had tried quite often.
   Their side had eventually won.
   Everybody had gone home early.
   The children soon came begging.
   The sheriff had always shot to kill.
   John had called earlier that morning.
   The climbers left early that morning.
   The President arrived quite unexpectedly.
   Both families had skied together many times.
   The plane suddenly vanished very mysteriously.
   The rocket had gone almost absolutely straight.
   The neighbor's children had suddenly disappeared.
   Suddenly a blazing light had mysteriously appeared.
   The patrol had mistakenly gone several miles too far.

a. In each sentence the verb (verb cluster)...
   __ is followed by a completer
   __ is not followed by a completer

b. In each sentence the verb (verb cluster) is one expressing...
   __ an action of the subject, with no completer being necessary
   __ an action (literal or figurative) of the subject upon a completer
   __ a connection similar to an equals sign (=) linking subject and completer

c. In each sentence the verb results in...
   __ a —⟲ pattern of subject-verb relationship
   __ a ⟶ pattern of subject-verb-completer relationship
   __ a —=— pattern of subject-verb-completer relationship

Predicate -- Intransitive Relationship

2. To sum up the distinguishing features of this basic sentence type -- when the action of a verb does not carry over to a completer, the verb is said to be used 'intransitively.' Can you write sentences in which the following verbs are used both intransitively and transitively.

Intransitive	Verb	Transitive
____________	jump	____________
____________	understand	____________
____________	leave	____________
____________	shave	____________
____________	dress	____________
____________	sing	____________
____________	breathe	____________
____________	arrive	____________
____________	disappear	____________
____________	lift	____________

a. Can every verb be used both transitively and intransitively? __________

b. Can most verbs be used both transitively and intransitively? __________

3. A few verbs have contrasting transitive and intransitive forms. On the basis of the following sentences can you sort out the transitive and the intransitive forms and spell correctly the principal parts of the following contrasting pairs -- lie-lay, sit-set, rise-raise?

	Transitive			Intransitive	
Simple Stem	Past Tense	Past Part.	Simple Stem	Past Tense	Past Part.
________	________	________	________	________	________
________	________	________	________	________	________
________	________	________	________	________	________

We have sat here long enough.
Lie down and rest.
She set the meal on the table.
She lay down and rested.
Prices have risen again.
They had laid aside their plans.
They have raised the rent.
Sit down.
They laid the carpet and left.

Lay the book on the desk.
They raised their voices.
The congregation rose.
Set it on the shelf.
We all sat down.
They have set the charge too deep.
Raise the flag.
Rise and bow your heads.
They had lain in wait for hours.

Predicate -- Intransitive Relationship

a. The chart above reveals that one verb form is repeated -- as the stem form of a transitive verb and the past-time form of an intransitive verb. Which verb form is this? ________________

b. Can you write three sentences apiece, contrasting the two different uses of this troublesome verb form?

Transitive stem form:	Intransitive past tense form:
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

Chapter VII. Clauses, Phrases, Connectors, Ellipsis and Abridgement

I. Clauses, Phrases -- Introduction.

Definition: A clause is
a combination of two or more words
functioning as a noun or modifier unit
with the predicating form of a sentence
but the meaning of only part of a sentence.
The boy who was driving the car was killed.
He collapsed while he was driving the car.
We didn't know who was driving the car.
We didn't know that he was driving the car.
We didn't know he was driving the car.
The house which is on the corner is for sale.

Definition: A phrase is
a combination of two or more words
with the same modifier functions as a clause
but without the predicating form of a clause.
The house on the corner is for sale.
She lives in the house on the corner.
The meeting in the morning was postponed.
They left (on) the following day.
They waited until after school.
They had nothing in common.
They argued in vain.
The penalty for what he did was death.
The penalty for doing that was death.
He was executed for disobedience.
The time to have done something was before the war.
Before the war was the time to have done something.

Clauses and phrases are introduced
by expressed or understood connectors.

II. Connectors.

Prospectus - Introduction

Definition: a word which
doubles a grammatical unit
or relates a modifier to a head
will be called a connector.

Types of Connectors

Coordinating Connectors

(1) Coordinating Connectors

men	and	women
run	and	jump
beautiful	and	expensive
helplessly	and	hopelessly
by	and	for
a well groomed man	and	a stylishly dressed woman
across the river	and	into the trees
buying junk	and	selling antiques
who he was	and	what he wanted
Be there at seven,	and	don't be late.
Be there at seven.	And	don't be late.

(2) Transitional Connectors

he agreed;	indeed,	he insisted
Be there at seven.	Otherwise	you will be late.
You left late;	consequently,	you arrived late.

Subordinating Connectors

(3) Prepositional Connectors

the house	on	the corner
she lives	on	the corner
come	at	once
the men	at	first were
the thing	for	him to do
the reason	for	our losing
the view	from	inside the house
we have been working	since	before the holidays
the question	about	what he said

(4) Relative Connectors

the men	who	knew
the thing	that	hurts
the street	where	she lives
the question	why	he resigned
Nobody knew	who	knew.
Nobody knew	why	he resigned.

(5) Adverbial Connectors

She goes	when	she wants.
She goes	where	she wants.
She goes	as	she wants.
She must go	whether	she wants to or not.
She admired him	because	he was honest.

Most connectors have a meaning of their own
indicating the nature of the connection itself
and are limited to this connecting role.

However, connectors of types (2) and (4) not only connect
but also have a function in the unit they connect and so
have a two-fold role internal and external to their own unit.

The connector in (2) can function also as a
modifier of the clause or sentence it introduces:
Be there at seven; otherwise you will be late.
Meanwhile, we shall go ahead as planned.

The connector in (4) can function also as a
subject or completer in the clause it introduces:
the men who knew him
the men whom he knew

A. Coordinating connectors.

1. Type (1): Coordinating connectors
indicate a paired connection between
two...nouns, verbs, modifiers, connectors
two...clusters, phrases, clauses, sentences.

    a. Addition: and, both...and

    b. Contrast: but, or, nor, yet, either...or, neither...nor, no...nor, not...nor, not only...but also, not only...but even, now...now, now...then

2. Type (2): Transitional connectors
indicate a transitional connection between
two clauses or two sentences
and usually have the added force
of modifying the clause or sentence
which they introduce.

    a. Addition: again, also, besides, finally, first (second etc.), further, furthermore, indeed, later, moreover, namely, now, too, etc.

    b. Contrast: as...so, conversely, else, however, meanwhile, nevertheless, notwithstanding, only, otherwise, rather, still, etc.

    c. Cause-Effect: accordingly, consequently, hence, then, therefore, thus, etc.

B. Subordinating connectors.

1. Type (3): Prepositional connectors indicate that the word, phrase, or clause following the preposition is a modifier of the noun or verb preceding the preposition.

a. Most prepositions originated as literal concepts of place - space:

up -	down	beside -	beyond
above	below	by	past
over	beneath	at	beyond
on	under	beside(s)	through
upon	underneath	between	across
onto		along	
aboard		near	
		about	
		(a)around	

in -	out	inside -	outside
into	from	within	without
to	of	amid(st)	
unto	off	among	
toward		throughout	

for -	with -	against
before		after
		behind
		opposite

1) Many of these have had their literal usage extended to analagous expressions of time, means, material, etc. (in the morning, with a hammer, of gold) and many have been further extended to figurative expressions of manner, cause, purpose, etc. (on condition, by (about, over) trifles, keys to (for) the car).

2) Almost all of these prepositions of place are Anglo Saxon and correspond closely to the literal and figurative meanings of the Latin prefixes (themsleves derived from prepositions); certain spatial concepts are associated with certain plus-good and minus-bad concepts:
up-down, above-beneath, over-under, in-out,
throughout-without, for-against, before-behind

b. Some prepositions have no association with place and have relatively limited applications.

1) Time: since, until, till, during, pending
2) Comparison: like, as, than
   Note: The preposition like signifies similarity:
   He treats his wife like a child.
   The preposition as signifies identity:
   He treats his wife as a slave.
   Than as a preposition is rare:
   Mary, than whom there never was a finer woman...
3) Provisional Manner: but, save, despite, except, notwithstanding, provided (that)
4) Cause-Purpose: concerning, regarding, respecting, touching, considering

c. Four prepositions come directly from Latin: per, via, plus, and minus.

2. Type (4): Subordinating relative connectors indicate that the predication following the relative has been converted into an adnoun or a noun.

a. Relative pronouns: that, what, whatever, which, whichever, who, whoever

1) The antecedent to which a relative pronoun relates back (rarely forward) can be a single word or group of words, can be definite, indefinite, or understood.
   The men who survived were lucky.
   We all get old, which is bad enough.
   But what is worse, we all must die.
   Someone did it, whoever it was.
   I don't know who did it.

2) The choice of who, which, that depends upon the antecedent, who associated with people or personifications that and which associated with things or situations.

   a. Whose can be used with things to avoid cumbersome of which construction: the house whose roof is on fire

   b. Which can refer to people when the antecedent is a collective noun: the jury which had been out ten hours

   c. That or which can refer to people where antecedent is a combination of people and things: the men and equipment which had arrived.

3) A relative pronoun with a definite antecedent has three functions --

  a) As a connector it relates
    its clause to the main clause

  b) As a pronoun it represents
    its antecedent in 'gender,' number, and person
      which determines the person and number of the verb:
        the man who is / the house that (which) is
        the men who are / the houses that (which) are
        I, who am your guardian, advise against this.
        Power is one of the features of public office which
          corrupt.

  c) As a member of its own clause it functions
    in the subject, object, or possessive case:
      The man who should be elected is obvious.
      We all know who should be elected.
      There was no question about who should be elected.
      The man whom I trusted betrayed me.
      The question is whom can I trust.
      The man whose loyalty I trusted betrayed me.
      The question is whose loyalty can I depend upon.

b. Relative adverbs:

1) Time: when
2) Place: where
3) Manner: how, whether
4) Cause-Result: why

3. Type (5): Subordinating adverbial connectors
  indicate that the predication following the adverb is
    either a modifier of the preceding verb, i.e. an adverb,
      or a modifier of the preceding statement as a whole.

a. Time: as, how (that), once, when, whenever, while, etc.

b. Place: everywhere (that), nowhere (that), where, where...then, wherever, etc.

c. Measure-Comparison-Degree: as, as...as, so...as, than

d. Manner-Condition: although, although...yet, as, however, if, if...then, once, though, though...yet, unless, whereas, whether, while, etc.

e. Cause-Purpose-Result: as, as...so, because, for, lest, since, so (that), so...that, that, etc.

C. Many connectors are compounded.

according to
ahead of
as far as
back of
because of
by means of
by order of
contrary to
down to
from above
from behind
from under
in addition to
in back of
in between
in care of
in case of
in (the) face of
in favor of
in front of
in place of
in proportion to
in regard to
in return for
in spite of
instead of
inside of
next door (room) to
next to
on account of
on behalf of
opposite to
out of
over against
over and above
owing to
prior to
regardless of
relative to
short of
so far as
thanks to
under cover of
up against
with reference to
with respect to
with regard to
within reach of
etc.

III. Ellipsis and Abridgement.

A. There are two ways to reduce the wording of a given construction.

1. A phrase, clause, or sentence can be reduced by ellipsis -- the dropping of one or more words:

phrase: they left (on) the following morning
clause: the qualities (which) I admire
sentence: (If) Nothing (is) ventured, nothing (is) gained.

2. A clause can be reduced by abridgement -- the changing of a full verb of predication to a combining form predication, that is, to a verbal form (an -ing, -ed, or to form) of predication, often also involving the dropping of the original connector, subject, helping verb, or completer, but retaining the head verb in its -ing, -ed, or to form:

The boy who was driving the car was killed.
The boy driving was killed.
After he had been satisfied, he left.
Satisfied, he left.
I regret that I must leave you so soon.
I regret leaving so soon.
There will be someone who can help you.
There will be someone to help.

a. The full verb predication may be abridged to
an *-ing* combining form and called hereafter
a participle when used with modifying force
or a gerund when used with noun force,
and the resulting construction will be called
a verbal clause with participial predication
or a verbal clause with gerundial predication:
The boy *driving the sports car* was killed.
The boy was killed *driving a sports car*.
We disapproved of *his driving*. (gerund)
We disapproved of *him driving*. (participle)

1) The *-ing* form of the participle signifies an
on-*going*, future, or incompleted action or state
and is loosely called a 'present' participle:
The people giving the advice don't know any better.
Being a teacher, she understood the problem.
They came running.

2) The *-ed* (*-en*, *-t*, d*ug*) form of the participle
signifies a past, passive, or completed act or state
and is loosely called a 'past' participle:
The people given the advice didn't know any better.
Having been a teacher, she understood the problem.
They arrived exhausted.

b. The full predication may be abridged to
a *to*-stem form or a plain stem verbal form
hereafter called an infinitive predication
and the resulting construction will be called
a verbal clause with infinitive predication:
The plan is *for him to do it*.
The plan *for him to do it* is unwise.
We want *him to do it*.
Let *him do it*.
I blush *to think of it*.
Note: No terminological distinction is made between
the *to* form of the verb used as noun or modifier
because no changes of construction are involved
as is the case of *him* with a participle *-ing*.
his with a gerund *-ing*.

B. Types of ellipsis and abridgement.

1. Contrasting full and elliptical phrases --

a. As adverbs and sentence modifiers:
He came at full speed.
He came full speed.
They left on the following morning.
They left the following morning.
They went at it with tooth and nail.
They went at it tooth and nail.
By telling the truth, he convinced them.
Telling the truth, he convinced them.
From where we were standing we could see everything.
Where we were standing we could see everything.
As a man and as a boy, he always earned his keep.
Man and boy, he always earned his keep.

b. As part of adnoun clauses:
The people to whom I spoke were very helpful.
The people whom I spoke to were very helpful.
The people I spoke to were very helpful.
The man to whom I delivered the jewels was an impostor.
The man whom I delivered the jewels to was an impostor.
The man I delivered the jewels to was an impostor.
You have a great deal for which you should be thankful.
You have a great deal which you should be thankful for.
You have a great deal you should be thankful for.

2. Contrasting full and elliptical clauses --

a. As nouns:
I know that you are right.
I know you are right.

b. As adnouns:
He has all the qualities which I admire.
He has all the qualities I admire.
The house which is on the corner is for sale.
The house on the corner is for sale.
The place where he worked was not far.
The place he worked was not far.

c. As adverbs and sentence modifiers:
When we were young and carefree, we didn't mind.
When young and carefree, we didn't mind.
Young and carefree, we didn't mind.
When he was a man and when he was a boy, he earned his keep.
When a man and a boy, he earned his keep.
Man and boy, he earned his keep.

d. As admodifiers:
She was taller than he was.
She was taller than he.
I know him better than she knows him.
I know him better than she does.
I know him better than I know her.
I know him better than her.
He is more willing than he is able.
He is more willing than able.
He is more against drinking than he is against smoking.
He is more against drinking than smoking.
They were as good as they could be.
They were as good as could be.
They were good as could be.

3. Contrasting full and abridged (verbal) clauses --

a. As nouns --

1) Subjects:
That you must leave so soon is a shame.
It is a shame that you must leave so soon.
For you to have to leave so soon is a shame.
It is a shame for you to have to leave so soon.
To have to leave so soon is a shame.
It is a shame to have to leave so soon.
For you to leave so soon is a shame.
It is a shame for you to leave so soon.
For you to have to leave is a shame.
It is a shame for you to have to leave.
For you to leave is a shame.
It is a shame for you to leave.
To have to leave is a shame.
It is a shame to have to leave.
To leave so soon is a shame.
It is a shame to leave so soon.
To leave is a shame.
It is a shame to leave.
Your having to leave so soon is a shame.
Having to leave so soon is a shame.
Your leaving so soon is a shame.
Your having to leave is a shame.
Your leaving is a shame.
Having to leave is a shame.
Leaving so soon is a shame.
Leaving is a shame.

2) Objects:
He asked that we leave him.
He asked us to leave him.
He asked us to leave.
I regret that I said it.

I regret having said it.
I regret saying it.
I don't know what I should think.
I don't know what to think.
I know that he is a man of his word.
I know him to be a man of his word.
We noticed that he breathed a sigh of relief.
We noticed him breathe a sigh of relief.

3) Predicators:
Her secret is that she exercises (regularly).
Her secret is to exercise (regularly).
Her secret is exercising (regularly).

4) Objects of prepositions:
The matter of what we should do first still bothers me.
The matter of what to do first still bothers me.
I have some doubts about whether he will be frank with us.
I have some doubts about his being frank with us.
They disagreed about what they should do next.
They disagreed about what to do next.
He left after he had satisfied his curiosity.
He left after satisfying his curiosity.

b. As adnouns:
There is a patient who is waiting for you.
There is a patient waiting for you.
There is a patient waiting.
There will be someone who can help you.
There will be someone to help you.
There will be someone to help.
There is the possibility that they will help us.
There is the possibility of their helping us.
There is the possibility of their helping.

The boy who was driving the sports car was killed.
The boy driving the sports car was killed.
The boy driving was killed.
The reason you should see a doctor has not changed.
The reason for you to see a doctor has not changed.
The reason to see a doctor has not changed.
The thought that you are leaving us makes me sad.
The thought of your leaving us makes me sad.
The thought of your leaving makes me sad.

He knew the man who was being hanged.
He knew the man being hanged.
We have work which we should do.
We have work to do.
Nobody knew the reason they left.

Nobody knew the reason for their leaving.
(He got the machine so that it ran.)
He got the machine running.
He got the machine to run.

That is the question which is bothering me.
That is the question bothering me.
Wealth is a blessing which should be shared.
Wealth is a blessing to be shared.
That is the reason he was arrested.
That is the reason for his being arrested.

He is in the car which is following us.
He is in the car following us.
We went with a native who showed us the way.
We went with a native to show us the way.
They hid in a loft where sails were stored.
They hid in a loft for storing sails.

He has too many friends who are giving him advice.
He has too many friends giving him advice.
He had news of a plan which would make them rich.
He had news of a plan to make them rich.
These are some of the reasons we are upset.
These are some of the reasons for our being upset.

c. As adverbs and sentence modifiers:
He was killed while he was driving a sports car.
He was killed driving a sports car.
He was killed driving.
I blush when I think of it.
I blush to think of it.
They were amazed that (because) he was so frank.
They were amazed by his being so frank.

He had always been unhappy when (because) he was a celebrity.
He had always been unhappy being a celebrity.
I am sorry that I have to hurt you.
I am sorry to have to hurt you.
He is confident that we will win.
He is confident of our winning.
(You ought to be ashamed because you have done such a terrible thing.)
You ought to be ashamed to have done such a terrible thing.
You ought to be ashamed for having done such a terrible thing.

After he had finished his work, he went to bed.
After having finished his work, he went to bed.
After finishing his work, he went to bed.
Having finished his work, he went to bed.
Finishing his work, he went to bed.
After finishing, he went to bed.
Having finished, he went to bed.
Finished, he went to bed.
If the weather permits, we shall start tomorrow.
Weather permitting, we shall start tomorrow.
If (When) he complains, the service must be bad.
For him to complain, the service must be bad.

1. The verbal clause rendering of a full clause
   is based on the original subject-verb predication
   with all its parts expressed or understood
   though a verbal form of the verb may be the only element left.

   a. The complete predication of the original clause
      is retained in the verbal form of the abridged clause
      although helping verb modifications may be only implied:
      After he had finished his work, he went to bed.
      After having finished his work, he went to bed.
      After finishing his work, he went to bed.
      Finishing his work, he went to bed.
      It is a shame that we must leave so soon.
      It is a shame to have to leave so soon.
      It is a shame to leave so soon.

   b. The subject of the original predication

      1) may be specifically expressed in the abridgement
         in an object or possessive form:
         That he flies is foolish.
         For him to fly is foolish.
         His flying is foolish.

      2) may be only understood in the abridgement
         when referred to elsewhere in the sentence
         or when indefinite or general:
         Flying is foolish of him.
         To fly is my one ambition.
         He paused to collect his strength.
         Flying is foolish.
         To fly is foolish.

2. Although abridgement and ellipsis
   occasionally may result in some loss of specificity
   usually certain kinds of emphases are made possible.

a. Conciseness itself has an enlivening force.
The prisoner was shot while he was escaping.
The prisoner was shot while escaping.
The prisoner was shot escaping.

The prisoner who was escaping was shot.
The escaping prisoner was shot.

I don't approve of content being everything and form nothing.
Easy come, easy go. Seeing is believing. To see is to believe.

b. When the -ing and the to form of the verb can be interchanged
the -ing form connotes more verb-thing force
the to form connotes more subject-person force:
My health does not allow my taking part.
My health does not allow me to take part.

c. Before the -ing form of the verb, a noun or pronoun in
the possessive form connotes emphasis on the action as
the action becomes the head, the person a modifier
the object form connotes emphasis on the person as
the person becomes the head, and the action a modifier:
We watched John's (his) flying.
We watched John (him) flying.

1) Such connotations are impossible or ignored

a) Where there is no variable form:
We watched her flying.

b) When the noun is modified by
a possessive, an appositive, a phrase, or clause:
the idea of the program's director being introduced
the idea of Smith, the director, being introduced
the idea of the director of the program being introduced
the idea of Smith, who was the director, being introduced

c) When in the case of common nouns
the 's would be awkward or confusing (orally):
I don't approve of my son's doing that.
I don't approve of my sons doing that.
I don't approve of my sons' doing that.

d) When the noun is not associated with possession:
There was some question about the embassy being open.
There was some question about the argument being valid.

2) Such case forms clash in the subject position:
Their saying they are sorry does not alter the case.
They saying they are sorry does not alter the case.
They, saying they are sorry, do not alter the case.

IV. Full Clauses and Abridged or Verbal Clauses.

A. Full clauses and verbal clauses can function as noun units as subjects, predicators, direct and indirect object.

Full Clauses

Subject:
That we do it is foolish.
It is foolish that we do it.
I don't want there to be what we all dread.

Predicator:
My choice is that we do it.
My choice is we do it.
I found the house was what I wanted.
I found the house to be what I wanted.

Direct Object:
I recommend that we do it.
I recommend we do it.
We gave up what we were doing.
(I am against what we are doing.)
(I am afraid of what we are doing.)
I found that he was reliable.

Indirect Object:
Give a sample to whoever wants one.
Give whoever wants one a sample.

Verbal Clauses

Subject:
To do it is foolish.
Doing it is foolish.
For us to do it is foolish.
Our doing it is foolish.
It is foolish to do it.
It is foolish doing it.
It is foolish for us to do it.

Predicator:
My choice is to do it.
My choice is doing it.
My choice is for us to do it.
My choice is our doing it.
We found the trick was to land the fish.
We found the trick was landing the fish.

Direct Object:
I recommend to do it.
I recommend doing it.
I recommend for us to do it.
I recommend our doing it.
We gave up doing it.
(I am against our doing it.)
(I am afraid of our doing it.)
I found him (to be) reliable.
Let us do it.
He told us to do it.

B. Full clauses and verbal clauses can function as adnoun units.

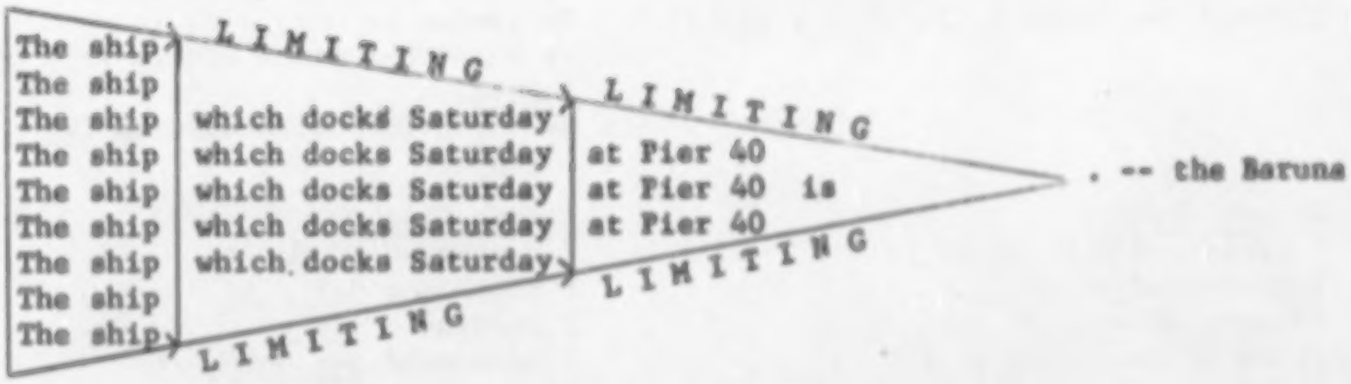
The suggestion that we do it is foolish.
There is a suggestion that we do it.
There is a suggestion we do it.
The alternative is the suggestion that we do it.
He made the suggestion that we do it.
The man who will do it is here.
He is the man whose car was stolen.
We need a man whom we can trust.
We need a man we can trust.
The suggestion (that) he made was foolish.
The question (which) he asked was foolish.
This is the season when we are most busy.
He showed us the place where the accident had occurred.

The suggestion for us to do it is foolish.
There is the suggestion for us to do it.
The alternative is the suggestion for us to do it.
He made the suggestion for us to do it.
The man to do it is here.
The man doing it is here.
There is a machine to do it.
There is a machine doing it.
John is the man to do it.
John is the man doing it.
We need a man to do it.
We need a man doing it.
A penny saved is a penny earned.

1. Adnoun clauses limit or describe
   their headword in terms of --
      Time: This is the season when we are most busy.
      Place: This is the place where the accident occured.
      Description --
         Limiting: My brother who lives in Chicago is ill. (2+ brothers)
         Non-limiting: My brother, who lives in Chicago, is ill. (1 brother)
         My mother, who lives in Chicago, is ill.

   a. A limiting clause and its headword
      are not separated by commas --
      the limiting clause constituting
      an uninterrupted part of the subject:

The ship which docks Saturday at Pier 40 is late. (no commas)


The ship
The ship
The ship
The ship
The ship
The ship
The ship
The ship
The ship
LIMITING
LIMITING
which docks Saturday
which docks Saturday
which docks Saturday
which docks Saturday
which docks Saturday
LIMITING
LIMITING
at Pier 40
at Pier 40 is
at Pier 40
. -- the Baruna

   b. A descriptive clause and its headword
      are separated by commas --
      the non-limiting clause constituting
      an interruption between subject and verb:

The Baruna, which docks Saturday at Pier 40, is late. (commas)

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2. That still has slightly more limiting force than which:
   Show me the suit that is on sale.
   Show me the suit which is on sale.

C. Full clauses and verbal clauses can function as adverb units.

1. Full Clauses.

Time: He will go when he wants.
Place: He will go where he wants.
Measure: He can stay as long as he wants.
Manner: He comes and goes as he wants.
Condition: He can go if he wants.
Cause: He will go because he wants to.
Purpose: He will go so that you can sleep.
Result: He didn't go, so (and therefore) he didn't see it.

2. Verbal clauses.

Time: Don't talk while eating.
I was surprised to hear it.
Place: They overturned (where) shooting the rapids.
Measure: He went so far as collecting endorsements.
He went so far as to collect endorsements.
Manner: He paused (as if) collecting his strength.
He paused (as if) to collect his strength.
Condition: He went (although) knowing better.
She couldn't sing to save her life.
Cause: We were tiring having run for over an hour.
I blush to have made such a blunder.
Purpose: I am working putting myself through college.
I am working to put myself through college.
Result: He stuttered, causing some embarrassment.
They parted, never to see each other again.

V. Prepositional Phrases.

A. Introduction.

1. Prepositional phrases consist of
the prepositional connector plus
(that is, the preposition can be followed by) --

a noun/pronoun:	with a dog, with him
a modifier:	at first, at once
a full clause:	to where they were standing
a verbal clause:	after having dinner
a prepositional phrase:	since before dawn

2. Case of pronouns following preposition.

a. A pronoun following a preposition is in the object case unless it introduces a full or verbal clause from which it takes its case according to its use in that unit:

We were surprised at him.
About whom are you talking?
Whom are you talking about?
but: There is a question about who sent the message.
There is a question about whom we should send.
We were surprised at his swimming.
We were surprised at him swimming.

b. The preposition for preceding the subject of a verbal clause with infinitive predication is essentially a marker of that construction with little prepositional meaning of its own and often dropped from the construction:

We want for him to be a doctor.
We want him to be a doctor.

3. Prepositions plus modifiers usually indicate a modification of time, place, or manner-description:

a. Preposition plus 'adnoun' = time:
of old, of late, at first, at last
preposition plus 'adnoun' = manner-description:
in short, in private, in vain, in earnest
in common, in general, in particular

b. Preposition plus 'adverb' = time:
until now, until then, since then
for ever, for long, at once, by then
preposition plus 'adverb' = place:
through here, back here,
out there, down there
from behind, from abroad

B. Prepositional phrases can function as adnoun units.

Time:	The meeting in the morning will be the last one.
	The wise men of old prophesied this.
Place:	The meeting on the terrace will be the last one.
	The people around here don't like strangers.
Measure:	He had a lead of two lengths.
Description:	The girl with the red hair is my fiancée.
	A meeting in private might settle the matter.
	The question of our helping them was discussed.
	The question of when (where, whether) you went needs answering.
	The question of who you are needs answering.
	The matter of what you did is the issue.
	The matter of why (how) you did it is not the issue.
Cause:	The punishment for disobedience is dismissal.
	The punishment for doing that is dismissal.
	The argument about what he said has not been settled.
Purpose:	The vacation for his health proved to be just the opposite.
	His plans for inviting them were postponed.
	He will not give up the fight for what he believes.
Result:	A struggle to the death was inevitable.
	A meeting without arguing was unthinkable.
Agency:	A painting by Picasso is to be auctioned.
Accompaniment:	The guide with you will take care of everything.
Possession:	The fists of the two boxers were too fast to follow.

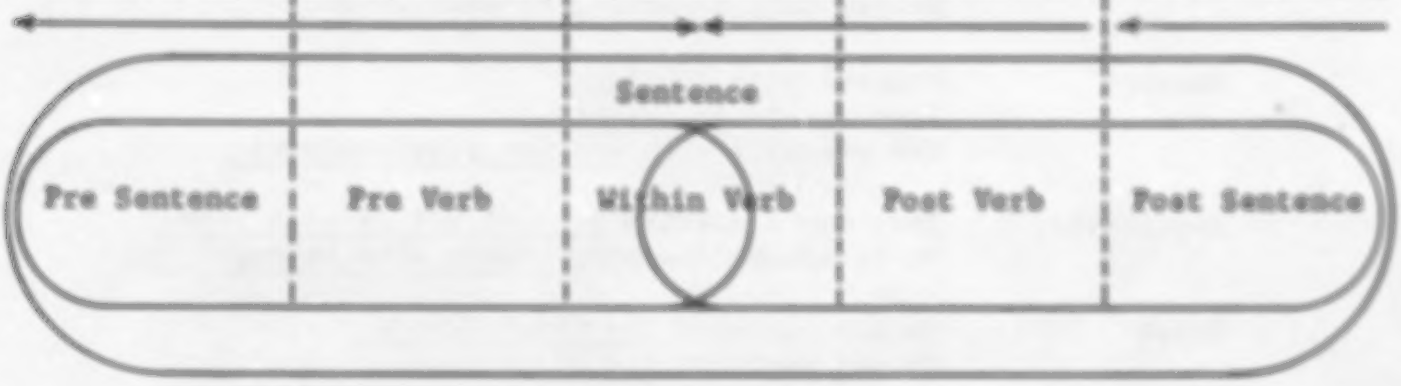
C. Prepositional phrases can function as adverb units.

Time:	He left in the morning. He left at last. He left at once. He left after having dinner. He suspected from when we first met.
Place:	They were sitting on the terrace. The gods live on high. We mortals live down here. I went to where they were sitting.
Measure:	He won by two lengths. He went so far as collecting endorsements. We are paid according to what we do.
Manner:	Proceed with caution. They agreed in private. She prevails with all her disadvantages.
Condition:	They can't survive without our helping them. He is always sleeping except when he ought to.
Cause:	He was punished for disobedience. He was punished for disobeying. He was punished because he disobeyed.
Purpose:	He skiis for his health. He trains for skiing. He works hard for what he believes.
Result:	They fought to the death. They never met without arguing. They never met but that they argued.
Agency:	It was built by Texans.
Accompaniment:	A guide will go with you.
Means:	He hunts with a bow. She won by persevering. She fought with what she had.

VI. Position and Force of Movable Modifiers

A. Range of sentence positions.

Sentence				
Subject			Predicate	
Position (1)	Position (2)	Position (3)	Position (4)	Position (5)
Pre Subject Pre Sentence with force of Sentence Subject Modification	Post Subject Pre Verb with force of Subject Sentence Modification	Within Verb Pre Verb Head with force of Verb Subject Modification	Post Verb Pre Completer with force of Verb Predication Modification	Post Sentence Post Completer with force of Predication Verb Modification



with a scythe...^A man^can^cut^an acre an hour^.

until recently...^The ski resorts^have not^had^enough snow^.

in private...^The President^would^confer^with his wife^.

man for man...^Our team^is^beginning^to wear them down^.

from inside the bunker...^The enemy^will^have^a poor field of fire^.

when children...^Most of us^had^been^reluctant students^.

wherever possible...^The women and children^will^stop^for short rests^.

to get attention...^The child^would^tug at his mother's skirt^.

causing near panic...^The press^had^reported conditions worse than they were^.

by winning that point...^My lawyer^had^destroyed their case^.

for as long as I can remember...^I^have^resented^your officious manner .

B. Movable Modifiers.

1. Most so-called 'adverbial' modifiers are movable
in contrast to the relatively fixed adnoun modifiers.

2. The headword or group of words
with which a movable modifier is associated
depends upon its position in the sentence.

a. The closer a movable modifier is to the verb
the more force it has as a verb modifier:
We shall, wherever possible, stop for a rest.
We shall stop(,) wherever possible(,) for a rest.

b. A movable modifier coming between
the subject and the head verb
tends to be associated with both
the subject and the verb and so has
both adnoun and adverbial force:
A man with a scythe can cut an acre an hour.
Most of us, when children, were reluctant students.

c. A movable modifier in pre or post sentence position
has the force of modifying the statement as a whole
rather than of modifying the verb in particular.

1) The head of movable modifiers
in pre and post sentence positions
is in fact the sentence itself,
and such a modifier is best understood
not as an adverb but as a sentence modifier.
Until recently, we have not had enough snow.
We have not had enough snow until recently.

2) The head of a movable modifier
in the post sentence position
is the whole preceding sentence
rather than just the verb part,
whether the modifier happens to follow
the verb immediately or the verb plus completer:
"Does she sing well?" - "She sings fairly well;
that is she sings folk songs well, but she
sings opera badly."

d. Some modifiers are
adnouns, adverbs or adsentences
depending upon their position:
Only they know the rumors. (adnoun)
They only know the rumors. (adverb)
They know only the rumors. (adnoun)
They know the rumors only. (adsentence)

3. Movable modifiers do not have complete freedom --
some positions are semantically more appropriate than others,
some positions are grammatically very awkward or impossible.

a. Often the modifier is a parenthetical sentence modifier
interrupting normal cluster or sentence word order
with no particular modifying relationship attached to its
position:
The enemy will, from inside the bunker, have a poor field
of fire.

b. The position between verb and completer
is usually an awkward or 'impossible' interruption:
A man can cut, with a scythe, an acre an hour.
Most of us were, when children, reluctant students.
He knew he had destroyed (by conceding that point) his
argument.

C. Modifiers of place usually precede those of time,
while inflection usually decides order of the others:
They arrived here recently (yesterday, at dawn).
Put it in the freezer when you get home.
I can get there today faster by bus.
I can get there faster today by bus.
I can get there faster by bus today.
I can get there by bus faster today.
Today I can get there faster by bus.
By bus I can get there faster today.
Today, by bus, I can get there faster.
By bus, today, I can get there faster.

Sample Exercises -- Clauses, Phrases, Ellipsis and Abridgements

Clauses, Phrases -- Part One: Coordinate Elements

1. What function do the following underlined words have in common?

Group (a)
Jack went up the hill. Jill went up the hill.
  Jack and Jill went up the hill.
The gunman staggered. The gunman fell.
  The gunman staggered and fell.
The story is sad. The story is true.
  The story is sad but true.
He spoke quietly. He spoke forcefully.
  He spoke quietly yet forcefully.
Ours is a government for the people. Ours is a government by the people.
  Ours is a government for and by the people.
He was a bored, slightly tired speaker. He was a tired, slightly bored speaker.
  He was a bored, slightly tired speaker or a tired, slightly bored speaker.
They went across the river. They went into the trees.
  They went across the river and into the trees.
His practice is to buy junk. His practice is to sell antiques.
  His practice is to buy junk and to sell antiques.
Nobody knows who you are. Nobody knows what you want.
  Nobody knows who you are or what you want.
Nobody knows when they left. Nobody knows where they went.
  Nobody knows when they left or where they went.
Be there at seven. Don't be late.
  Be there at seven, and don't be late.
  Be there at seven. And don't be late.
Everybody knew what was happening. Nobody did anything about it.
  Everybody knew what was happening, yet nobody did anything about it.
  Everybody knew what was happening. Yet, nobody did anything about it.

Group (b)
I voted for him. I campaigned for him.
  I voted for him; moreover, I campaigned for him.
  I voted for him. Moreover, I campaigned for him.
We all realized that he was a scoundrel. We all loved him.
  We all realized that he was a scoundrel; nevertheless, we all loved him.
  We all realized that he was a scoundrel. Nevertheless, we all loved him.
He was never properly trained. The job was too much for him.
  He was never properly trained; consequently, the job was too much for him.
  He was never properly trained. Consequently, the job was too much for him.

Answer: The function of these underlined words in Groups (a) and (b) is to ______________ words or groups of words; therefore, they are called connectors or conjunctions.

2. Can you isolate and put in parentheses the words or word-groups joined by the connectors in the sentences above?

3. In each example what is similar about the word or word-groups which you have put in parentheses to the left and right of the connectors? That is, when two words or word-groups are joined by coordinating (co-order) conjunctions, are they of the same or different grammatical rank?

   Answer: Elements joined by coordinating conjunctions are of the ________ grammatical rank.

   a. On the basis that coordinating conjunctions join elements of equal grammatical rank, how would you correct the following sentences?

      He likes basketball and to play football.
      ____

      His favorite sports are golf and playing tennis.
      ____

      His favorite sports are skiing and to ride horses.
      ____

      She likes skiing and horses.
      ____

      He likes hunting, fishing, and to camp out.
      ____

      His solution of the problem was brilliant and an original idea.
      ____

      He is the type who takes everything but giving nothing in return.
      ____

      Knowing him and the realization that he was proud helped me reason with him. ____
      ____

      I noticed him sneaking around and that he was hiding something.
      ____

      There is a rumor about a blizzard on the way and that school will be dismissed early. ____
      ____

      The secret of his success is his training and how much experience he has had. ____
      ____

   b. Note that the comma before the and of the last item in a series is optional unless the sequence would be misread. How would you punctuate the following series?

      He ordered orange juice toast cereal and milk.
      ____

      He ordered orange juice toast and cereal and cream.
      ____

      He ordered orange juice toast cereal and cream and coffee.
      ____

He ordered coffee toast and ham and eggs.

____

He ordered coffee toast ham and eggs.

____

He ordered ham and eggs toast and coffee.

____

He ordered coffee toast ham and hashbrowns.

____

3. The differences between the connectors or conjunctions of Groups (a) and (b) in question 1 are that...

The conjunctions of group___can join both single words and groups of words.
The conjunctions of group___can only join two statements.
The conjunctions of group___are always preceded by a semicolon or begin a new sentence.
The conjunctions of group___have only one function -- to connect.
The conjunctions of group___have two functions -- to connect and to indicate a transitional modification of the statement in which they appear; therefore they will be referred to hereafter as 'transitional' connectors or conjunctions.

a. There are three ways to combine separate sentences in one sentence -- that is, there are three ways to write a compound sentence. What are they?

(Everybody knew what was happening), but (nobody did a thing about it).
(He was never properly trained); consequently, (the job was too much for him).
(Every window and rooftop was being watched);(nothing had been left to chance).

Answer: Two sentences can be combined in a compound sentence by using...
a comma plus a _______________conjunction
a semicolon plus a_______________conjunction
a _______________ by itself with no conjunction

b. Whether to separate or combine sentences and how to do it are matters of the writer's judgement and depend upon what the writer wishes to emphasize. Can you write original sentences resulting in contrasting examples as outlined in the (a)-(b)-(c)-(d)-(e) sequences below and use whatever conjunctions are indicated for sentences (d) and (e)? What difference in emphasis results?

(a) I voted for him. I campaigned for him.
(b) I voted for him; I campaigned for him.
(c) I voted for him, and I campaigned for him.
(d) moreover I voted for him; moreover, I campaigned for him.
(e) moreover I voted for him. Moreover, I campaigned for him.

(a) ______________________________
(b) ______________________________
(c) ______________________________
(d) furthermore ______________________________
(e) furthermore ______________________________

(a) ______________________________
(b) ______________________________
(c) ______________________________
(d) indeed ______________________________
(e) indeed ______________________________

(a) We all realized that he was a scoundrel. We all loved him.
(b) We all realized that he was a scoundrel; we all loved him.
(c) We all realized that he was a scoundrel, but we all loved him.
(d) nevertheless We all realized that he was a scoundrel; nevertheless, we all loved him.
(e) nevertheless We all realized that he was a scoundrel. Nevertheless, we all loved him.

(a) ______________________________
(b) ______________________________
(c) ______________________________
(d) however ______________________________
(e) however ______________________________

(a) ______________________________
(b) ______________________________
(c) ______________________________
(d) otherwise ______________________________
(e) otherwise ______________________________

(a) He was never properly trained. The job was too much for him.
(b) He was never properly trained; the job was too much for him.
(c) He was never properly trained, so the job was too much for him.
(d) consequently He was never properly trained; consequently the job was too much for him.
(e) consequently He was never properly trained. Consequently, the job was too much for him.

(a) ______________________________
(b) ______________________________
(c) ______________________________
(d) therefore ______________________________
(e) therefore ______________________________

Answers: Match the following statements with those below.

a minimum relationship of statements.
a sequence of statements.
an emphasis on the second statement.
a specific but not emphatic relationship.
a heavy emphasis on the relationship.

A period results in	((a sequence of statements.))*
A semicolon results in	((a minimum relationship of statements.))
A (,) plus and etc. results in	((a specific but not emphatic relationship.))
A (;) plus moreover etc. results in	((a heavy emphasis on the relationship.))
A (.) plus moreover etc. results in	((an emphasis on the second statement.))

c. Note that a compound sentence has the pattern S-V-(C), and S-V-(C) and requires a comma, while the compound verb has a pattern S-V-(C) and V-(C) and does not require a comma. After putting S and V over the subjects and verbs of the following sentences, how would you punctuate them?

I have studied your proposal and see no reason not to go ahead.

I have studied your proposal and I see no reason not to go ahead.

I have studied your proposal and there is no reason not to go ahead.

Jack fell down and broke his crown and Jill came tumbling after.

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*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

Clauses, Phrases -- Part Two: Subordinate Elements

1. What function do the following underlined word-groups have in common?

Group (a)

the meeting in the morning	(he) left in the morning
the wise men of old	(he) left at last
the meeting on the terrace	(he) was sitting on the terrace
the people around here	(he) lives over there
a lead of two lengths	(he) won by two lengths
the girl with the red hair	(he) proceeded with caution
a meeting in private	(he) agreed in private
the punishment for disobedience	(he) was punished for disobedience
a vacation for his health	(he) skis for his health
a struggle to the death	(he) fought to the death
a painting by Picasso	(it) was built by Texans
the guide with you	(he) will go with you
the fists of the two boxers	(he) hunts with a bow

Group (b)

the season when we are most busy	(he) will go when he wants
the place where the accident occurred	(he) will go where he wants
the suggestion that we do it	(he) can stay as long as he wants
the suggestion that he made	(he) comes and goes as he wants
my brother who lives in Chicago	(he) can stay if he wants
a man whom we can trust	(he) will go because he wants to
the man whose car was stolen	(we) will go so that you can sleep
the question which he asked	(he) didn't go, so he didn't see it

Answer: Each underlined word-group ((modifies))* the word preceding it.

a. More particularly, what is the common function of the underlined word-groups in the left column; in the right column?

Answers:

The word-groups in the left column modify the nouns preceding them; therefore, in keeping with the definition that anything which adds to a noun is called an ______________, the word-groups in the left column function as ________________ .

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

The word-groups in the right columns modify the verbs preceding them; therefore, in keeping with the definition that anything which adds to a verb is called an _______________, the word-groups in the right column function as _______________.

b. Still more particularly, what is the common position and function of the words underlined twice?

Answers:
The common position of these word-group markers is ((first)) in their respective adnoun and adverb word-groups.
The common function of these word-group markers is to ((connect)) these adnoun and adverb word-groups with their preceding noun or verb headwords.

2. What function do the following underlined word-groups have in common?

Group (c)

We know when you left.	When you left is an important detail.
We know where you went.	Where you went needs explaining.
We know how you did it.	How you did it is not the issue.
We can tell whether or not you are telling us the truth.	Whether or not you are telling us the truth will become evident.
We know who sent you.	Who sent you is no mystery.
We know whose gun this is.	It is known whose (gun) this is.
We know what you told them.	What you told them was top-secret.
We know which side you prefer.	It is obvious which (side) you prefer.
We know (that) you are an informer.	That you are an informer is obvious.
We know why you consider us (to be) traitors.	Why you consider us (to be) traitors is unimportant.
Give whoever wants one a sample.	Whoever wants one should be given a sample.

Answers: These underlined word-groups function as ((nouns)).

a. More particularly, what is the common function of the underlined word-groups in the left column; in the right column?

Answers: The word-groups in the left column function as ____________; those in the right column function as ______________.

b. Still more particularly, can you complete marking the S's, V's, O's, Φ's and P's in the following word-groups taken from the sentences above?

S V
when you left

S V
where you went

S V O
how you did it

if you are telling us the truth

that you became an informer

why you consider us traitors

S V O
who sent you

O S V
whom you sent

P S V
whose (gun) this is

what you told them

which (side) you prefer

whoever wants one

1) What is the difference between the functions of the markers or connectors in the left column and those in the right column?

Answers:

The markers in the ______________ column have a double function -- (1) to connect the word-group with the word preceding it, and (2) to act as a S, O or P within the word-group.

The markers in the ______________ column have a single function -- to connect the word-group with the word preceding it.

2) By marking the S's, V's and O's of the following who-whom word-groups, can you determine which is the subject form and which is the object form?

Who sent you?

Whom did you send?

We know who sent you.

We know whom you sent.

The man who sent you has spoken to me.

The man whom you sent did not qualify.

We have a question about who sent you.

We have a question about whom you sent.

Answers: The subject form is ______________.
The object form is ______________.

3) Is the choice of who or whom decided by its use in the sentence as a whole or by its use in its own word-group?

Answer: The choice of who or whom is decided by ________________
____.

4) Can you write in the correct who-whom (whoever-whomever) forms in the following word-groups?

I will hire and fire ________________ I want.
I will hire ________________ meets the requirements.
We want a man ________________ we can trust.
My mother, ________________ is ill, lives in Chicago.
I will hire and fire anybody ________________ I want.
I will hire anybody ________________ meets the requirements.
We must put our trust in ________________ volunteers.
Give the package to ________________ answers the door.
I don't care about ________________ you know.
I don't care about ________________ you are.
________________ did you say sent you?
________________ do you wish to see?

3. What is the fundamental difference between the following word-groups -- those on the left called 'phrases,' and those on the right called 'clauses'?

Phrases	Clauses
in the morning	when we are most busy
of old	when we want
at last	when the accident occurred
on the terrace	when he wants
around here	that we do it
over there	as he wants
of two lengths	that he made
by two lengths	who lives in Chicago
with red hair	if he wants
with caution	whom he can trust

Phrases	Clauses
in private	because he wants to
for disobedience	whose car was stolen
for his health	so that you can sleep
to the death	which he asked
by Picasso	so he didn't see it
by Texans	how you did it
with you	whether you are telling the truth
of the two boxers	what you told them
with a bow	why you consider us traitors

Answers:

______________have subjects and predicates.
______________do not have subjects and predicates.

a. Word-groups introduced by such connectors as in, of, at, around, over, by, with etc. followed by a noun (pronoun) or modifier are called 'phrases.' The connectors in the position before the noun or modifier are called 'prepositions,' and the phrase is therefore called a 'prepositional phrase.'

b. Subject-predicate word-groups introduced by such connectors as when, where, as, if, because and who, whom, whose, which, what are called 'clauses.' These connectors which join a subordinate statement to a main statement are called 'subordinate conjunctions,' and the clause is called a 'subordinate clause.'

1) Those subordinate conjunctions which at the same time function as pronouns relating the clause to a previous noun expressed or understood are called 'relative pronouns.'

We know (the man) who sent you.
We know (the man) whom you sent.
We know (the man) whose gun this is.
We know (the excuse) that you gave them.
We know (the side) which you prefer.
We know what you told them.

2) The connector that can function either as a simple subordinate conjunction or as a relative pronoun.

We know that you gave them an excuse.
We know the excuse that you gave them.

c. The prepositional phrases above consisted of a preposition followed by a noun (pronoun) or modifier. After studying the prepositional phrases below, how would you complete the following description of a prepositional phrase -- that is, what else can a preposition be followed by?

the question of...	the question of...
who sent you	when you left
whom you sent	where you went
whose (gun) this is	how you did it
what you told them	whether you are telling the truth
which side you prefer	why you consider us traitors

Give a sample to whoever wants one.

You must fight for what you believe.

They argued about what to do next.

I waited until after they had left.

From (the place) where we were standing we could see everything.

From (the time) when we first met I have stood all your insults.

From inside the bunker the enemy will have a poor field of fire.

We have been working since before the holidays.

Wait until after the trial.

Answer: A prepositional phrase can be made up of a preposition followed by a noun (pronoun), a modifier, a ((clause)) , or a ((phrase)) .

d. The noun (pronoun), modifier, phrase, or clause which follows a preposition is called the 'object' of the preposition. Which forms of the pronoun would you use in the following prepositional phrases, and how would you complete the following rule about such combinations of preposition plus pronoun?

They came to ______________ before I went to them.

They came to ______________ before we went to ______________.

He went to ______________ before she went to ______________.

Who is doing what to (who, whom)?

There is a call for (who, whom)?

To ______________ did you give the package?

______________ did you give the package to?

Answer: When a prepositional phrase consists of a preposition plus a pronoun, the pronoun is in the ______________ case.

4. As illustrated below by the examples given for phrases and clauses of Time, can you write sentences of your own illustrating the forms and functions of phrases and clauses of Place, Manner, Description, Comparison, Cause, Purpose, and Result? Enclose your phrase or clause in parentheses.

Time: after, before, since, until, near, around, about, in, at, during, pending, when, whenever, while, now (that), once, as, that, etc.

adverb phrase -- He has been here since Tuesday.
adverb clause -- We waited until they had left.
adnoun phrase -- He came the day before yesterday.
adnoun clause -- The day before we arrived, they had a flood.
noun clause -- We know when you left.
adverb phrase -- (obj. of prep.) -- Wait until after school.
adverb clause -- (obj. of prep.) -- Wait until after you have tried it.

Place: up, down, above, below, over, beneath, on, under, upon, underneath, onto, aboard, in, out, into, from, to, of, unto, off, toward, beyond, by, past, at, beside(s), through, between, across, along, near, about, (a)round, inside, outside, within, without, amid(st), among, throughout, for, before, with, against, after, behind, opposite, where, everywhere (that), nowhere (that), wherever, that, etc.

adverb phrase -- ______________________________
adverb clause -- ______________________________
adnoun phrase -- ______________________________
adnoun clause -- ______________________________
noun clause -- ______________________________
adverb phrase -- (obj. of prep.) ______________________
adverb clause -- (obj. of prep.) ______________________

Manner - Description - Comparison: with, in, by, about, around, except, despite, but, save, notwithstanding, provided (that), although, though, how, however, nevertheless, yet, whereas, whether, if, unless, once, while, that, which, whichever, who, whom, whose, whoever, what, whatever, like, as, than, etc.

adverb phrase -- ______________________________
adverb clause -- ______________________________
adnoun phrase -- ______________________________
adnoun clause -- ______________________________
noun clause -- ______________________________
adverb clause -- (obj. of prep.) ______________________

Subordination

Cause - Purpose - Result: about, over, by, through, of, for, concerning, regarding, respecting, touching, considering, because, so (that), that, lest, else, otherwise, hence, as, why, etc.

adverb phrase --
adverb clause --
adnoun phrase --
adnoun clause --
noun clause --

a. Quite often the connectors are compound words, or they come in co-related pairs and are therefore called 'correlative' conjunctions. Can you write sentences with phrases or clauses illustrating the use of these compound or correlative conjunctions and enclose your phrase or clause in parentheses?

Time: prior to, as (often) as, as (soon) as, as (long) as, so (long) as, etc.

Place: next to, up against, out of, from behind, in between, inside of, in front of, as (far) as, etc.

Manner - Description: as though, even though, even if, instead of, regardless of, in spite of, with respect to, in addition to, by means of, although...yet, if...then, etc.

Cause - Effect: because of, owing to, thanks to, in order that, in return for, in behalf of, so...that, etc.

b. Whether or not to omit, to include, or to repeat a connector is a question of clarity and style. What contrasts in clarity and style are illustrated by the following sentences?

(1a) We found the treasure chest was embedded in coral.
(1b) We found that the treasure chest was embedded in coral.

(2a) He has been a trouble-shooter in Algeria, the Congo and Vietnam.
(2b) He has been a trouble-shooter in Algeria, in the Congo, and in Vietnam.

(3a) I understand your problem has not been solved.
(3b) I understand that your problem has not been solved.

(4a) He is fighting for his family, his village, and his country.
(4b) He is fighting for his family, for his village, and for his country.

(5a) I have faith in you and your company.
(5b) I have faith in you and in your company.

(6a) We have heard many good reports about you and your work.
(6b) We have heard many good reports about you and about your work.

Answer:
Sentences ((1b)) and ((3b)) illustrate how to avoid misreading.
Sentences ((5b)) and ((6b)) illustrate how to achieve greater clarity.
Sentences ((2b)) and ((4b)) illustrate how to achieve special emphasis.

Clauses, Phrases -- Part Three: Elliptical Phrases and Clauses

1. An expression which is shortened by dropping one or more understood words is called an 'elliptical' expression. Can you complete the following elliptical and full prepositional phrases as indicated?

(1) Full He came at full speed.
(2) Elliptical He came full speed.

(3) Elliptical They left the following morning.
(4) Full They left on the following morning.

(5) Full They went at it with tooth and nail.
(6) Elliptical ____________________

(7) Elliptical Telling the truth, he convinced them.
(8) Full ____________________

(9) Full From where we were standing we could see everything.
(10) Elliptical ____________________

(11) Elliptical Man and boy, he always earned his keep.
(12) Full ____________________

(13) Full The people to whom I spoke were very helpful.
(14) Full The people whom I spoke to were very helpful.
(15) Elliptical ____________________

(16) Elliptical The man I delivered the jewels to was an impostor.
(17) Full The man whom I delivered the jewels to was an impostor.
(18) Full ____________________

(19) Full You have a great deal for which you should be thankful.
(20) Full ____________________
(21) Elliptical ____________________

a. The full and elliptical phrases in sentences (1) through (12) function as...
Nouns_____Adnouns_____Adverbs/Sentence Modifiers_____

b. The full and elliptical phrases in sentences (13) through (21) are parts of what kind of clause?
Noun_____Adnoun_____Adverb/Sentence Modifier_____

c. What elements can be dropped from full prepositional phrases and so result in elliptical prepositional phrases?
The preposition ((✓)).* The object of the preposition ((✓)).

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*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

d. Matching the types of sentences above as numbered in parentheses, can you write contrasting sentences of your own demonstrating elliptical and full prepositional phrases?

(3) ____________________
(4) ____________________

(7) ____________________
(8) ____________________

(9) ____________________
(10) ____________________

(16) ____________________
(17) ____________________
(18) ____________________

2. In some cases a full prepositional phrase following its headword can be re-written as an equivalent simple (one-word) modifier preceding the headword. Can you substitute equivalent phrasal and simple modifiers for one another as directed in the following sentences?

Phrasal	The meeting in the morning will be the last one.
Simple	The morning meeting will be the last one.
Phrasal	The house on the corner is for sale.
Simple	The corner house is for sale.
Phrasal	He had a lead of two lengths.
Simple	He had a two-lengths lead.
Phrasal	A meeting in private might settle the affair.
Simple	____________________
Simple	The redheaded girl is a fiery one.
Phrasal	____________________
Phrasal	A struggle to the death was inevitable.
Simple	____________________
Simple	A Picasso painting is to be auctioned.
Phrasal	____________________
Phrasal	The guide with you will take care of everything.
Simple	____________________
Simple	The boxers' fists were too fast to follow.
Phrasal	____________________
Phrasal	She is older by two months.
Simple	____________________
Simple	It was Texan built.
Phrasal	____________________

Elliptical Clauses

3. An elliptical clause is one shortened by dropping one or more understood words. Can you complete the following elliptical and full clauses as indicated?

(1) Full I know that you are right.
(2) Elliptical I know you are right.

(3) Elliptical He has all the qualities I admire.
(4) Full He has all the qualities which I admire.

(5) Full The house which is on the corner is for sale.
(6) Elliptical ____________________

(7) Elliptical The place he worked was not far.
(8) Full ____________________

(9) Full When we were young and carefree, we didn't mind.
(10) Elliptical ____________________
(11) Elliptical ____________________

(12) Elliptical Man and boy, he earned his keep.
(13) Elliptical When a man and a boy, he earned his keep.
(14) Full ____________________

(15) Full She was taller than he was.
(16) Elliptical ____________________

(17) Elliptical I know him better than she does.
(18) Full ____________________

(19) Full I know him better than I know her.
(20) Elliptical ____________________

(21) Elliptical He is more willing than able.
(22) Full ____________________

(23) Full He is more against drinking than he is against smoking.
(24) Elliptical ____________________

(25) Elliptical They were good as could be.
(26) Elliptical ____________________
(27) Full ____________________

a. The full and elliptical clauses of sentences (1) and (2) function as...
Nouns____Adnouns____Adverbs/Sentence Modifiers____Admodifiers____

b. The full and elliptical clauses of sentences (3) through (8) function as...
Nouns____Adnouns____Adverbs/Sentence Modifiers____Admodifiers____

c. The full and elliptical clauses of sentences (9) through (14) function as...
Nouns____Adnouns____Adverbs/Sentence Modifiers____Admodifiers____

Elliptical Clauses

d. The full and elliptical clauses of sentences (15) through (27) function as...
Nouns___ Adnouns___ Adverbs/Sentence Modifiers___Admodifiers___

e. What elements can be dropped from full clauses and so result in elliptical clauses?
The connector ((✓)) The subject ((✓)) The verb ((✓)) The completer ((✓))

f. Matching the types of sentences above as numbered in parentheses, can you write contrasting sentences of your own demonstrating elliptical and full clauses?

(1) ____________________
(2) ____________________

(3) ____________________
(4) ____________________

(5) ____________________
(6) ____________________

(9) ____________________
(10) ____________________
(11) ____________________

(15) ____________________
(16) ____________________

(17) ____________________
(18) ____________________

(19) ____________________
(20) ____________________

(21) ____________________
(22) ____________________

Sample Exercises -- Clauses, Phrases, Abridgements (Cont'd)

Clauses, Phrases -- Part Four: Abridgement and Verbal Clauses

1. An abridged clause or 'verbal clause' is one in which verbal forms (the -ing, -ed, and to forms of the verb) replace the full (person-number-tense) verb forms. The verbal forms are called participles, infinitives, and gerunds as follows.

   a. Can you write full clauses equivalent to the following verbal clauses?

Gerund Clause	Your leaving is a shame.
Gerund Clause	Your leaving so soon is a shame.
Gerund Clause	Your having to leave so soon is a shame.
Full Clause	
Gerund Clause	I regret having said it.
Full Clause	
Gerund Clause	The thought of your leaving makes me sad.
Gerund Clause	The thought of your leaving us makes me sad.
Full Clause	
Gerund Clause	Nobody knew the reason for their leaving.
Full Clause	
Gerund Clause	They were amazed by his being so frank.
Full Clause	
Infinitive	It is a shame to leave.
Infinitive Cl.	For you to leave is a shame.
Infinitive Cl.	It is a shame for you to leave.
Infinitive Cl.	For you to leave so soon is a shame.
Infinitive Cl.	It is a shame for you to leave so soon.
Infinitive Cl.	For you to have to leave so soon is a shame.
Infinitive Cl.	It is a shame for you to have to leave so soon.
Full Clause	
Infinitive Cl.	He asked us to leave.
Infinitive Cl.	He asked us to leave him.
Full Clause	
Infinitive Cl.	The reason for you to see a doctor has not changed.
Full Clause	
Infinitive	We have work to do.
Full Clause	
Infinitive Cl.	I blush to think of it.
Full Clause	

Verbal Clauses

Participle The boy driving was killed.
Participle Cl. The boy driving the sports car was killed.
Full Clause ______________________________
Participle The boy killed was driving.
Full Clause ______________________________
Participle He knew the man being hanged.
Full Clause ______________________________
Participle The boy was killed driving.
Participle Cl. The boy was killed driving a sports car.
Full Clause ______________________________

1) When a full clause is changed to a verbal clause, which of the following is always left, though its form is changed?

Connector___ Subject___ Object ___
Helping verb___ Main verb___ Adverb ___

2) What have you noticed about the length of verbal clauses when compared with the length of full clauses?

Verbal clauses are always shorter. _____
Verbal clauses are usually shorter. _____

b. Writing the omitted sentences in the pattern of those immediately preceding them, can you substitute full and verbal clauses as nearly equivalent to one another in meaning as is possible, but different in form as indicated?

(1) Gerund Leaving (now) is a shame.
(2) Infinitive To leave (now) is a shame.
(3) Gerund Clause Your leaving is a shame.
(4) Infinitive Cl. For you to leave is a shame.
(5) Full Clause That you must leave is a shame.
(6) Gerund Having to leave is a shame.
(7) Infinitive ______________________________
(8) Gerund Clause Leaving so soon is a shame.
(9) Infinitive Cl. ______________________________
(10) Gerund Clause Your having to leave is a shame.
(11) Infinitive Cl. ______________________________
(12) Full Clause ______________________________
(13) Infinitive Cl. For you to leave so soon is a shame.
(14) Gerund Clause ______________________________
(15) Full Clause ______________________________
(16) Infinitive Cl. To have to leave so soon is a shame.
(17) Gerund Clause ______________________________
(18) Infinitive Cl. For you to have to leave so soon is a shame.
(19) Gerund Clause ______________________________
(20) Full Clause ______________________________
(21) Full Clause He asked that we leave him.
(22) Infinitive Cl. ______________________________
(23) Full Clause I regret that I said it.
(24) Gerund Cl. ______________________________

(25) Full Clause I don't know what I should think.
(26) Infinitive Cl. ____
(27) Full Clause I know that he is a man of his word.
(28) Infinitive Cl. ____
(29) Full Clause We noticed that he breathed a sigh of relief.
(30) Infinitive Cl. ____
(31) Full Clause Her secret is that she exercises (regularly).
(32) Infinitive ____
(33) Gerund ____
(34) Full Clause The matter of what we should do next still bothers me.
(35) Infinitive Cl. ____
(36) Full Clause I have some doubts about whether he will be frank with us.
(37) Gerund Clause ____
(38) Full Clause They disagreed about what they should do next.
(39) Infinitive Cl. ____
(40) Full Clause He left after he had satisfied his curiosity.
(41) Gerund Clause ____

1) All the full and verbal clauses in sentences (1) through (39) function as...

Nouns___Verbs___Modifiers___

2) The full and verbal clauses in sentences (1) through (20) function as...

Subjects___ Objects___Predicators___Objects of prepositions___

3) The full and verbal clauses in sentences (21) through (30) function as...

Subjects___Objects___Predicators___Objects of prepositions___

4) The full and verbal expressions in sentences (31) through (33) function as...

Subjects___Objects___Predicators___Objects of prepositions___

5) The full and verbal clauses in sentences (34) through (39) function as...

Subjects___Objects___Predicators___Objects of prepositions___

6) Notice that the connector after functions as a ___((conjunction))*___ in sentence (40) and as a ___((preposition))___ in sentence (41).

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*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

7) Verbal clauses used as nouns are...

Participial____Gerundial____Infinitival____

8) Matching the types of sentences above as numbered in parentheses, can you write contrasting sentences of your own demonstrating full and verbal clauses?

(18) ____
(19) ____
(20) ____

(21) ____
(22) ____

(25) ____
(26) ____

(31) ____
(32) ____
(33) ____

(36) ____
(37) ____

(40) ____
(41) ____

c. Can you combine the following sentences by including one in the other as a full or verbal subordinate clause, and put the subordinate expressions in parentheses?

There is a patient. He is waiting for you.
(1) Full There is a patient (who is waiting for you).
(2) Participle There is a patient (waiting for you).
There will be someone. He can help you.
(3) Full There will be someone (who can help you).
(4) Infinitive There will be someone (to help you).
There is the possibility. They will help us.
(5) Full There is the possibility (that they will help us).
(6) Gerund There is the possibility (of their helping us).
The boy was killed. He was driving the sports car.
(7) Full The boy (who was driving the sports car) was killed.
(8) Participle ______________________________
The reason has not changed. You should see a doctor.
(9) Full ______________________________
(10) Infinitive ______________________________
The thought makes me sad. You are leaving us.
(11) Full ______________________________
(12) Gerund ______________________________

He knew the man. The man was being hanged.
(13) Full ______
(14) Participle ______
We have work. We should do it.
(15) Full ______
(16) Infinitive ______
Nobody knew the reason. They left.
(17) Full ______
(18) Gerund ______
That is the question. It is bothering me.
(19) Full ______
(20) Participle ______
Wealth is a blessing. It should be shared.
(21) Full ______
(22) Infinitive ______
That is the reason. He was arrested.
(23) Full ______
(24) Gerund ______
He is in the car. It is following us.
(25) Full ______
(26) Participle ______
We went with a native. He showed us the way.
(27) Full ______
(28) Infinitive ______
They hid in a loft. Sails were stored in it.
(29) Full ______
(30) Gerund ______
He has too many friends. They are giving him advice.
(31) Full ______
(32) Participle ______
He had news of a plan. It would make them rich.
(33) Full ______
(34) Infinitive ______
These are some of the reasons. We are upset.
(35) Full ______
(36) Gerund ______
He was killed. He was driving a sports car.
(37) Full ______
(38) Participle ______
I blush. I think of it.
(39) Full ______
(40) Infinitive ______
They were amazed. He was so frank.
(41) Full ______
(42) Gerund ______
He had always been unhappy. He had been a celebrity.
(43) Full ______
(44) Participle ______
I am sorry. I have to hurt you.
(45) Full ______
(46) Infinitive ______

He is confident. We will win.
(47) Full ____
(48) Gerund ____

You ought to be ashamed. You have done such a terrible thing.
(49) Infinitive ____
(50) Gerund ____

He had finished his work. He went to bed.
(51) Full ____
(52) Gerund ______ ______ ______ ______ ______, he went to bed.
(53) Gerund ______ ______ ______ ______, he went to bed.
(54) Participle ______ ______ ______ ______, he went to bed.
(55) Participle ______ ______ ______, he went to bed.
(56) Gerund ______ ______, he went to bed.
(57) Participle ______ ______, he went to bed.
(58) Participle ______, he went to bed.

The weather may permit it. We shall start tomorrow.
(59) Full ____
(60) Participle ____

He complains. The service must be bad.
(61) Full ____
(62) Infinitive ____

1) All the full and verbal clauses in sentences (1) through (62) function as...

Nouns___Verbs___Modifiers___

2) The full and verbal clauses in sentences (1) through (36) function as...

Adnouns___Adverbs/Sentence Modifiers___

3) The full and verbal clauses in sentences (37) through (62) function as...

Adnouns___Adverbs/Sentence Modifiers___

4) Verbal clauses used as modifiers are...

Participial___Infinitival___Gerundial, preceded by a preposition___

5) Can you analyze the S-V-C structure of the subordinate clauses taken from your sentence above -- marking (1) all S's, V's, O's, Φ's and P's in the full clauses, and (2) their equivalents in the verbal clauses?

$$\text{Nobody knew the reason} \left[\begin{array}{l} \overset{S}{\text{they}}\ \overset{V}{\text{left.}} \\ \text{for}\ \overset{S}{\text{their}}\ \overset{V}{\text{leaving.}} \end{array}\right.$$

Verbal Clauses

He knew the man
S V
who was being hanged.
V
being hanged.

The reason
S V O
you should see a doctor
S V O
for you to see a doctor
has not changed.

He is in the car
S V O
which is following us.
V O
following us.

We have work
O S V
which we should do.
V
to do.

You ought to be ashamed
because you have done such a thing.
to have done such a thing.
for having done such a thing.

They hid in a loft
where sails were stored.
for storing sails.

He has too many friends
who are giving him advice.
giving him advice.

They were amazed
that he was so frank.
by his being so frank.

He had always been unhappy
when he was a celebrity.
being a celebrity.

He had news of a plan
which would make them rich.
to make them rich.

6) When a verbal clause is substituted for a full clause, or a full clause for a verbal clause, is the function of the clause changed?
Never____ Always____ Sometimes____ In other words...
when a full clause functions as a noun
its verbal clause equivalent functions as ____________________
when a full clause functions as an adnoun
its verbal clause equivalent functions as ____________________
when a full clause functions as an adverb
its verbal clause equivalent functions as ____________________

7) Are verbal clauses usually more or less specific than full clauses?
____

d. Can you analyze the following sentences as indicated -- (1) putting the subordinate verbal clause in parentheses, (2) marking the S's, V's, O's, Φ's, and P's of the main sentence, and (3) marking the S's, V's, O's, Φ's, and P's of the subordinate verbal clause?

S V O
(1) (Flying model planes) fascinated him.
V O
(flying model planes)

S V O
(2) He wants (us to leave).
S V
(us to leave)

S V P
(3) The secret is (your being yourself).
S V P
(your being yourself)

S V Φ O
(4) You promised me (to give them a job).
V Φ O
(to give them a job)

S V O P
(5) He made them (elect him chairman).
V O P
(elect him chairman)

(6) (The reason for us to stay) has not changed.

(for us to stay)

(7) He had (no idea of how to do it).

(of how to do it)

(8) The situation is (a crisis fast becoming a disaster).

(fast becoming a disaster)

(9) The promotion was (part of a plan for giving him more power).

(for giving him more power)

(10) I agree (with those finding him guilty).

(finding him guilty)

(11) He ran to meet us.

(12) They couldn't agree on when to become partners.

(13) They came bringing us glad tidings.

(14) He could preach without making everybody uncomfortable.

(15) She was not content for him to be a junior executive.

(16) I am very worried about how to tell him the news.

(17) She is happy making others happy.

(18) He became wealthy without our knowing it.

1) In sentences (15)-(18) you probably had some difficulty deciding whether the verbal clauses were admodifiers, adverbs, or sentence modifiers. Because neither the adnoun predicator nor the linking verb is modified directly, but rather the statement as a whole, it would be best to call such verbal clauses ______________________.

2) Can you identify the following forms --

	Infinitive	Participle	Gerund
the base of the verb, usually preceded by to	___	___	___
the two -ing forms of the verb	___	___	___
an -ing form used as a noun	___	___	___
an -ing form used as a modifier	___	___	___

3) Can you identify the following functions --

	Adverb/Adsentence	Noun	Adnoun
an infinitive can be used as...	___	___	___
a preposition+an infinitive can be used as...	___	___	___
a participle can be used as...	___	___	___
a gerund can be used as...	___	___	___
a preposition+a gerund can be used as...	___	___	___

4) Can you identify the following subjects -- Inf. Part. Ger.
when expressed in the verbal clause,
subjects of...are preceded by for expressed or understood ____ ____ ____
subjects of...are possessive nouns or pronouns ____ ____ ____
the subjects of...are never expressed in the verbal clause ____ ____ ____

5) Matching the types of sentences above as numbered in parentheses, can you write sentences of your own in which you duplicate the S-V-O etc. patterns of both the main sentence and the verbal clause.

(1) ____________________
(2) ____________________
(4) ____________________
(5) ____________________

(6) ____________________
(7) ____________________

(11) ____________________
(14) ____________________

(17) ____________________
(18) ____________________

2. As you have seen, one verbal can often be substituted for another. The choice of one type of verbal rather than another can give a different stylistic force to your sentence.

a. Since both infinitives and gerunds can function as ____________, they are often, but not always, interchangable. In the contrasting sentences below, can you distinguish the difference in emphasis?

For you to leave now would ruin the party.
Your leaving now would ruin the party.

I don't like to do it.
I don't like doing it.

He hated to be a celebrity.
He hated being a celebrity.

To see is to believe.
Seeing is believing.

To find them jobs is a problem.
Finding them jobs is a problem.

The problem was to make them listen.
The problem was making them listen.

I depend upon him to tell me the truth.
I depend upon his telling me the truth.

He is afraid to die.
He is afraid of dying.

I had the good fortune to be there.
I had the good fortune of being there.

Answers: When infinitives and gerunds are interchangeable,
____________ are more noun-like, general and abstract, impassive.
____________ are more verb-like, particular and concrete, lively.

b. Since both infinitives and participles can function as _______________, they are often, but not always, interchangeable. In the contrasting sentences below, can you distinguish the difference in emphasis?

There was nothing to do.
There was nothing doing.

The order to release him was no surprise.
The order releasing him was no surprise.

He had nobody to help him.
He had nobody helping him.

I saw him give you the money.
I saw him giving you the money.

They were late to meet us.
They were late meeting us.

He is content to be a junior executive.
He is content being a junior executive.

He continued without anybody to help him.
He continued without anybody helping him.

Answers: When infinitives and participles are interchangeable,
____________ connote that the action is a completed fact.
____________ connote that the action is an on-going event.

c. Since both participles and prepositions + gerunds can function as_______, they are sometimes interchangeable. In the contrasting sentences below, can you distinguish the difference in emphasis?

They were late getting started.
They were late in getting started.

He is content being an actor.
He is content with being an actor.

Having spoken my piece, I sat down.
After having spoken my piece, I sat down.

Working day and night, we met the deadline.
By working day and night, we met the deadline.

The promotion was part of a plan giving him more power.
The promotion was part of a plan for giving him more power.

Answers: When participles and prepositions + gerunds are interchangeable,
____________ are more present, active, and verb-like.
____________ are more past, impassive, and noun-like.

Clauses, Phrases -- Part Five: Positions of Movable Modifiers

1. Most so-called adverbial modifiers are movable. In the following contrasting groups of sentences you will find the same modifying expressions in five different positions --

(1) S (2) v (3) V (4) C (5)

(1) First in the sentence.
(2) Between the subject and verb.
(3) Within the verb cluster.
(4) Between the verb and the completer.
(5) Last in the sentence.

The choice of one position rather than another can change the force and sometimes the function of the modifying element. Can you, depending upon where the modifying element is placed in the following sentences, distinguish what difference in emphasis results?

a. Position (1): First in the sentence:

With a scythe, a man can cut an acre an hour.
Until recently, the ski resorts have not had enough snow.
In private, the President would confer with his wife.
Man for man, our team is beginning to wear them down.
From inside the bunker, the enemy will have a poor field of fire.
When children, most of us had been reluctant students.
Wherever possible, the women and children will stop for short rests.
To get attention, the child would tug at his mother's skirt.
Causing near panic, the press had reported conditions worse than they were.
By winning that point, my lawyer had destroyed their case.
For as long as I can remember, I have resented your officious manner.

The force of this position first in the sentence is to modify... check the primary force twice (✓✓), the secondary force once (✓).

The sentence as a whole ((✓✓))* The subject ((✓)) The verb_______

---

*Answers enclosed in double parentheses are included here as a guide for the teacher, but they would be omitted on the study guides to be completed by the students.

b. Position (2): Between the subject and the verb:

A man with a scythe can cut an acre an hour.
The ski resorts, until recently, have not had enough snow.
The President, in private, would confer with his wife.
Our team, man for man, is beginning to wear them down.
The enemy, from inside the bunker, will have a poor field of fire.
Most of us, when children, had been reluctant students.
The women and children, wherever possible, will stop for short rests.
The child, to get attention, would tug at his mother's skirt.
The press, causing near panic, had reported conditions worse than they were.
My lawyer, by winning that point, had destroyed their case.
I, for as long as I can remember, have resented your officious manner.

The force of this position between subject and verb is to modify... check the primary force twice (✓✓), the secondary force once (✓).

The sentence as a whole ((✓)) The subject ((✓✓)) The verb________

c. Position (3): Within the verb cluster:

A man can, with a scythe, cut an acre an hour.
The ski resorts have not, until recently, had enough snow.
The President would, in private, confer with his wife.
Our team is, man for man, beginning to wear them down.
The enemy will, from inside the bunker, have a poor field of fire.
Most of us had, when children, been reluctant students.
The women and children will, wherever possible, stop for short rests.
The child would, to get attention, tug at his mother's skirt.
The press had, causing near panic, reported conditions worse than they were.
My lawyer, by winning that point, destroyed their case.
I have, for as long as I can remember, resented your officious manner.

The force of this position within the verb cluster is to modify... check the primary force twice (✓✓), the secondary force once (✓).

The sentence as a whole____The subject ((✓)) The verb ((✓✓))

d. Position (4): Between the verb and the completer:

A man can cut, with a scythe, an acre an hour.
The ski resorts have not had, until recently, enough snow.
The President would confer in private with his wife.
Our team is beginning, man for man, to wear them down.
The enemy will have, from inside the bunker, a poor field of fire.
Most of us had been, when children, reluctant students.
The women and children will stop wherever possible for short rests.
I have resented, for as long as I can remember, your officious manner.

The force of this position between the verb and the completer is to modify... check the primary force twice (✓✓), the secondary forceonce (✓).

The subject____The verb ((✓✓)) The sentence as a whole ((✓))

e. Position (5): Last in the sentence:

A man can cut an acre an hour with a scythe.
The ski resorts have not had enough snow until recently.
The President would confer with his wife in private.
Our team is beginning to wear them down man for man.
The enemy will have a poor field of fire from inside the bunker.
Most of us had been reluctant students when children.
The women and children will stop for short rests wherever possible.
The child would tug at his mother's skirt to get attention.
The press had reported conditions worse than they were, causing near panic.
My lawyer had destroyed their entire case by winning that point.
I have resented your officious manner for as long as I can remember.

The force of this position last in the sentence is to modify... check the primary force twice (✓✓), the secondary force once (✓).

The subject____The verb ((✓)) The sentence as a whole ((✓✓))

f. In summary --

1) A movable modifier in first or last sentence position has the force of modifying______________________________________

2) The closer a movable modifier is to the verb, the more force it has as a ____________________ modifier.

3) The most limited position because of the awkwardness of the interruption is______________________________________.

2. The following modifying expressions are not movable. Because they are out of position, we get the following absurd (Group A) or ambiguous (Group B) sentences. Can you clarify these sentences by putting the modifying expressions where they belong? Where do modifying expressions belong?

Group A:

The hunter took careful aim at the unsuspecting deer with the high-powered rifle.______________________________________

____

Father would tell us how he had courted mother when he was feeling lonesome.

____

____

They could barely see the ship peering through the fog.

____

He bought a car that would go 150 mph to impress everybody.

____

He took a vacation for his health that lasted six weeks.

____

Group B:

We decided when they arrived we would leave. (ambiguous)
When they arrived we decided we would leave.
We decided we would leave when they arrived.
We decided that when they arrived we would leave.
We decided when they arrived that we would leave.

We were told on the following day the apartment would be ready.

____
____
____
____

Answer: Modifiers belong as____________as possible to what they modify.

3. Such modifying phrases and clauses must not only be positioned correctly, but they must also be punctuated correctly.

   a. In the following sentences, with their contrasting uses of adnoun expressions, can you determine why some of the expressions are separated from the rest of the sentence by commas and some are not?

      My brother who lives in Chicago is coming to visit us. (one of several brothers)
      My brother, who lives in Chicago, is coming to visit us. (an only brother)
      My mother, who lives in Chicago, is coming to visit us.

      Any school which had won the trophy twice was entitled to keep it.
      Our school, which had won the trophy twice, was entitled to keep it.

      Anyone who is not afraid must be a fool.
      Anyone that is not afraid must be a fool.
      Anyone not afraid must be a fool.
      Sam, who is not afraid, must be a fool.

      He admires any man who is wealthy.
      He admires any man that is wealthy.
      Show me a suit which is on sale.
      Show me the suit that is on sale.

Limiting and Non-limiting Expressions

He likes to reminisce about his army days, when he first saw something of the rest of the world.
He likes to reminisce about India, where he first saw something of the rest of the world.

The driver in the lead car missed the turn.
Mr. Walker, in the lead car, missed the turn.

The ship docking today at Pier 40 is carrying contraband arms.
The Baruna, docking today at Pier 40, is carrying contraband arms.

The battalion held in reserve was reduced to half-strength.
The third battalion, held in reserve, was reduced to half-strength.

Answers:

Commas (are____are not____) used with expressions whose primary force is to specifically limit their headwords.

Commas (are____are not____) used with expressions whose primary force is to simply describe their headwords.

In other words, a headword followed by a ((limiting)) modifier is an inseparable unit.

b. In the sentences above, and in the following sentences with their contrasting uses of adverbial expressions, can you determine the connection between the presence or absence of a voice pause and the presence or absence of punctuation?

We left when it began to snow.
We left early, when it began to snow.

You should hang your paintings where everyone can see them.
You should hang your paintings here, where everyone can see them.

You may come as you are.
I am not prejudiced, as you are.

We went ahead as if we didn't know any better.
We went ahead anyway, as if we didn't know any better.

I can't get them because their phone is busy.
They must be home, because their phone is busy.

It stayed so cold all day that we didn't get out.
It stayed cold all day, so that we didn't get out.

Answers:

	A comma is used.	No comma is used.
When a voice pause is 'heard'	_____	_____
When no voice pause is 'heard'	_____	_____

	A voice pause.	No voice pause.
A comma indicates	_____	_____
No comma indicates	_____	_____

	Separability.	Inseparability.
A voice pause indicates	_____	_____
No voice pause indicates	_____	_____

c. Notice that a slight or marked pause can be 'heard' before a sentence modifier but not before an adverb. What difference in emphasis is indicated by the presence or absence of an optional comma (,) ?

We left when it began to snow.
We left early, when it began to snow.
The ski resorts have not had enough snow(,) until recently.

You should hang your paintings where everyone can see them.
You should hang your paintings here, where everyone can see them.
The women and children will stop for short rests(,) wherever possible.

You may come as you are.
I am not prejudiced, as you are.
Our team is beginning to wear them down(,) man for man.

It stayed so cold all day that we didn't get out.
It stayed cold all day, so we didn't get out.
The press had reported conditions worse than they were, causing near panic.

Answers:

	Using a comma.	Not using a comma.
Sentence modification is stressed by	_____	_____
Adverbial modification is stressed by	_____	_____
The modification itself is stressed by	_____	_____

d. Similarly, depending upon which emphasis is appropriate, many adnoun expressions can be spoken and punctuated as either limiting or non-limiting modifiers. Commas are necessary in some of the following sentences, not necessary in others, and optional in others. Can you punctuate these sentences correctly (putting optional commas in parentheses)?

Split Infinitives

People who live in glass houses should carry plenty of insurance.
The patients who had been waiting for over an hour were getting impatient.
Our new high school which cost three million dollars has a book store.
The film which had been shown earlier needed to be rewound.
A used car that you can depend upon will cost at least three hundred dollars.
I met him again years later when he had become a celebrity.
The robbery occurred at two-thirty when the store was least crowded.
They went uptown where the lights were bright.
There must be quite a few places where the grass is greener.
Turn right at the next stop-light about six blocks from here.
Friends of ours in the apartment upstairs have a parrot.
The men wishing to appear casual were chatting nervously with one another.
Those volunteering their services don't need a pep talk.
The children distracted by the bee were not listening to the teacher.
The team discouraged by six defeats in a row had lost its spirit.
My friend Joe broke his leg skiing.
My best friend Joe broke his leg skiing.
Jackie Gleason is a perfect straight man in the role of Joe the bartender.

4. Whether or not to split an infinitive by putting an adverb between the to and the verb is a matter of judgement rather than rule. The judgement called for is the same required for the accurate and fluent placement of any movable modifier. The result is that occasionally an infinitive has to be split for accuracy and fluency. If the adverbial expressions in the following sentences are meant to modify the infinitives, how many of these sentences need revising to make them more accurate and/or less awkward? Revise any such sentences at the end of the exercise.

I seem to have just missed you.
He appears to have always been spoiled.
He hopes to more than recover his losses.
You failed completely to conceal your prejudices.
You have tried deliberately to undermine our efforts.
I don't want to mention actually any names.
I have seen enough to satisfy me just about.
I want you to seriously consider my proposal.
He wants you clearly to state your conditions.
He wasn't even able to half open his eyes.
He had wanted to corner the market eventually.
I want to actually hear him admit that he was wrong.
He lived in the slums to better understand privation and poverty.
Laws must be written to effectually prevent others from doing the same thing.
To be fully appreciated, such situations need to actually be experienced.

Split Infinitives

((You failed to completely conceal your prejudices.))
((You have tried to deliberately undermine our efforts.))
((I don't want to actually mention any names.))
((I have seen enough to just about satisfy me.))
((He wants you to clearly state your conditions.))
((He had wanted to eventually corner the market.))
((To be fully appreciated, such situations need to be actually experienced.))

Chapter VIII. Sentence Types and Variations

I. Sentence Types

A. A simple sentence is an 'utterance
which results in a complete communication
relative to another utterance or a situation'
consisting of only one subject-verb combination.

1. The declarative sentence expresses a statement
beginning with a capital and ending with a period:
I sat down. I know him.

2. The interrogative sentence expresses a question
beginning with a capital and ending with a question mark:
Will you sit down? Who is he? Who knows? You have?

3. The imperative sentence expresses a command
beginning with a capital and usually ending with a period:
Sit down. Will you sit down. Quiet, please. (!)

4. The exclamatory sentence expresses an outcry
beginning with a capital and ending with an exclamation mark:
You are a liar! Sit down! Be quiet!

B. A complex sentence is
a combination or a fusion of
a simple sentence and a clause,
the clause 'functioning as a noun or modifier unit
with the predicating form of a sentence
but the meaning of only part of a sentence':

1. The function of clauses used as modifiers and nouns is
the same as single words used as modifiers or nouns
i.e. adnoun clauses are dependent upon noun headwords
adverb clauses are dependent upon verb headwords
admodifier clauses are dependent upon modifier headwords
adsentence clauses are dependent upon sentence heads
and as subjects, objects, and complements
noun clauses are dependent upon verbs:
The man who called didn't leave his name.
Do you know the name of the man who called?
He comes and goes as he wants.
He will go if he wants.
She is as dainty as her mother was.
She eats as daintily as a cow chews its cud.
I sat down where I was.
When he asked, I sat down.

Who you are escapes me.
I know who you are.
Stop what you are doing!
He depended upon what they said.
He approved of what they said.
He told his story to whoever would listen.
He told whoever would listen his story.
He went to where they were standing.
What he had said was forgotten.
He was given what he deserved.
A fair trial was guaranteed (to, for) whoever surrendered.
You are what you are.
He looked what he was.
I didn't find it to be what I wanted.

2. Occasionally a clause
is dependent in form
but independent in meaning:
The parents are lazy, while (and, but) the children are industrious.
We heard it from Sam, who (and he) heard it from Joe.

3. Occasionally a clause
is independent in form
but dependent in meaning:
He failed the final and (although) he passed the course.
(If you) Give them an inch and they will take a mile.

4. Often one clause is
embedded in another:
I have forgotten | what he said | when he was introduced.
I had forgotten | that he said | that he might be late.

5. Usually only sentences with a complete subject-verb clause
are considered to be complex, and those with the clause abridged
to a verbal clause or to a single word are usually considered to be
simple sentences in form, although complex in meaning:
Having cleared his throat, he began again.
He began again, having cleared his throat.
He was shot escaping. Wounded, he tired quickly.

C. A multiple (compound) simple sentence is
a combination of what otherwise would be
two (or more) separate simple sentences:
I know you, and you know me.
I am not going and neither are you.

D. A multiple (compound) complex sentence is
a combination of what otherwise would be
two (or more) separate complex sentences:
I know who you are, and you know who I am.
I am not going unless you do, and you are not going unless I do.

E. A mixed (simple and complex) sentence is
a combination of what otherwise would be
separate simple and complex sentences.
I know you, and you know who I am.
I know who you are, and you know me.

II. Sentence Pattern Variations

A. Variation by shifting the position of sentence elements.

1. Variations of Subject-Verb (S-V) pattern.

a. Emphasis on the subject = (V-S).
The subject can be shifted
from before to after the verb:
Before them stretched only emptiness.
At the last minute in walked the doctor.
Last of all came the aerialists.

b. Emphasis on the verb = (V-S).
The verb can be shifted
from after to before the subject:
Came the dawn and we began to see the enemy's position.
Try as he would, he couldn't budge the beam.
Had (v) I known (V), I wouldn't have volunteered.
Retreat we can't; attack we must.

2. Variations of the Subject-Verb-Subject Predicator (S-V-P) pattern.

a. Emphasis on a noun predicator = (P-S-V).
A noun predicator can be shifted from
usual end position to unusual front position:
He is a coward and a coward he will always be.
A liberal I am and a liberal I will remain.

b. Emphasis on an adnoun predicator = (P-S-V).
An adnoun predicator can be shifted from
usual end position to unusual front position:
Black is the color of my true love's hair.
You are stupid. -- Stupid am I, why...
Right you are. Blessed are the meek...

3. Variations of Subject-Verb-Object (S-V-O) pattern.

a. Variations of Subject-Verb-Indirect Object-Direct Object
(S-V-Φ-O) pattern.

1) Emphasis on the verb = (V-O-S-v).
The verb can be shifted to front position
the subject and a helping verb coming at the end:

Fought him once I have, and fight him again I will.
Meet her you must.
Trust us you can.
Do it I will.

2) Emphasis on the direct object = (O-S-V).
The direct object can be shifted from
usual end to unusual front position
resulting in a (O-S-V) pattern:
This I can tell you. That I won't tolerate.
Boston I like, but I can't stand New York.
The children one can excuse, but not the parents.
Many an obstacle had (v) he overcome (V), but...

3) The direct or indirect object in an active construction
can be emphasized as subjects in a passive construction:
He (S) gave (V) them (Φ) ample warning (O).
Ample warning (S) was given (V) them (Φ).
They (S) were given (V) ample warning (O).

He (S) gave (V) a message (O) to him (Φ).
A message (S) was given (V) to him (Φ).
He (S) was given (V) a message (O).

b. Variations of Subject-Verb-Object-Object Predicator (S-V-O-P) pattern.

1) Emphasis on the verb = (V-O-P-S-v).
The verb can be shifted to the front position
the subject and helping verb coming at the end:
Elected him president they have, but...
Called me a liar, did they...

2) Emphasis on the object.

a) The object can be shifted from
usual end position to unusual front position
resulting in a (O-S-V-P) pattern:
John they elected president, and Henry vice-president.

b) The object in the active construction
can be emphasized as subject in the passive:
They (S) elected (V) John (O) president (P).
John (S) was elected (V) president (P).

3) Emphasis on the object predicator = (P-S-V-O).

a) A noun predicator can be shifted from
the usual end position to unusual front position:
President they elected him, and in due time...
Mulrooney they named the dog, and got him a gold collar.

b) An adnoun predicator can be shifted from the usual end position to unusual front position:
Stone cold dead they shot him.
Purple they painted it, with yellow trim.

c) An adnoun predicator can be further emphasized in the end position by shifting the object part of the combination to a front position resulting in an (O-S-V-P) pattern:
He discussed the matter at length, but his views he kept secret.

B. Variation by putting sentence elements in the emphatic predicate following anticipatory subjects there and it (and occasionally preceding it).

1. Variations of S-V pattern.

a. Emphasis on the subject in the emphatic predicate:
There is a storm coming.
There will always be an England.
It was the gunman who drew first.
The sheriff it was who fired first.

b. Emphasis on the verb in the emphatic predicate:
There comes a time in every man's life when...
There descended upon them a great storm.

2. Variations of S-V-P pattern.

a. Emphasis on a noun predicator in the emphatic predicate:
It is a pity that you have to leave so soon.
A pity it is that you have to leave so soon.

b. Emphasis on an adnoun predicator in the emphatic predicate:
It is unfortunate that you have to leave so soon.
It is immaterial what the cost is.

3. Variations of S-V-O pattern.

a. Emphasis on the subject in the emphatic predicate:
It was the mother who spoiled the child.
The mother it was who spoiled the child.

b. Emphasis on the direct object in the emphatic predicate:
It is the children whom we pity, not the parents.
It is your money that we want, not your life.

4. Variations of S-V-O-P pattern.

a. Emphasis on the object in the emphatic predicate:
It was John they elected president, and Henry vice-president.

b. Emphasis on the predicator in the emphatic predicate:

1) Emphasis on a noun predicator in the emphatic predicate:
It was vice-president that they elected him, not president.
It was beef that they called it on the menu, but...

2) Emphasis on an adnoun predicator in the emphatic predicate:
It was purple that they painted it, with yellow trim.
It is worse you have made it, not better.

C. Variation in terms of 'loose,' 'suspended,' and 'periodic' sentence.

1. A 'loose' sentence is one in which the main idea is completed before the end of the sentence:
I have stood all your insults as long as I can remember.
We shall stop for a rest whenever possible.
We have not had enough snow until now.

2. A 'suspended' sentence is one in which internal elements are postponed momentarily by parenthetical elements:
I have, as long as I can remember, stood all your insults.
I have stood, as long as I can remember, all your insults.
We shall, whenever possible, stop for a rest.
We shall stop, whenever possible, for a rest.
We have not, until now, had enough snow.
We have not had, until now, enough snow.

3. A 'periodic' sentence is one in which the main idea is grammatically suspended until the last word:
In the darkness at the end of the alley there was waiting a shadowy figure. (subject suspended)
In the darkness at the end of the alley a shadowy figure was waiting. (verb suspended)
In the darkness at the end of the alley we could barely distinguish a shadowy figure. (object suspended)

D. Variation in terms of 'parallel' and 'balanced' sentence.

1. A parallel sentence expresses similar ideas in similar grammatical constructions.

a. Compounding is a type of parallelism:
They ran and jumped.

b. A series is a type of parallelism:
They ran, jumped, and stood still.

c. Parallel phrases:
The Marines fight on the land, on the sea, and in the air.

d. Parallel clauses:
"It beats as it cleans as it sweeps."

2. A 'balanced' sentence is one in which the parallel elements are approximately equal in length.
"The world will little note nor long remember what we say here, but it can never forget what they did here."

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APPENDIX

Report on Statistical Analysis
Bureau of Research Services, Colorado State College

Note: The following statistics are based on the experimental materials used during the year of field study -- the preliminary syllabus of Phase 3 and the teachers' lesson plans of Phase 4. The following statistics are not based on the final revision of the syllabus and the standardization of exercises, prepared during Phase 5, and submitted above in Chapters I - VIII.

The STEP test and the five subtests of the Cooperative English test were given to both control and project classes at the beginning and at the end of the year. Analyses of covariance were run on the final (end of year) scores of all these tests for each grade level (nine through twelve), using the pretest (beginning of year) scores for the respective tests as covariance (adjusting) factors. The adjusted means are presented in Table I. In that table an asterisk is used to designate the tests on which there were significant differences (using a .05 coefficient of risk) between project and control classes.

At the ninth grade level there were significant differences between the two groups on three of the tests. All of these differences favored the project group, but it should be noted that the score magnitude of the differences was very small. At the 10th and 11th grade levels the only statistically significant difference was on the Punctuation test, with the mean difference favoring the control group at both grade levels. The mean differences at the twelfth grade level all favored the control group, although the magnitudes of the differences were all quite small, and only two (Sentence and STEP) were statistically significant.

Since the evidence from the above analyses was insufficient to support any logically conceived set of hypotheses concerning the relative effects of project and control teaching, further statistical tests were conducted for several pretests levels. Students in both project and control classes were divided according to STEP pretest into four levels: Below 20th percentile, 20th to 30th percentile, 30th to 40th percentile, above 40th percentile. Again, covariance analyses were performed. Separate tables are herein provided for the four grade levels.

Results for the ninth grade classes are presented in Table II. Only one statistically significant difference emerged that being a rather large difference on the STEP favoring the project students. In this table and those that follow an examination of the pattern of means might, however, be useful in formulating hypotheses about how the two methods of teaching affect students at various ability levels.

As illustrated in Table III there were few statistically significant differences between the control and project classes at the tenth grade level. There was again, however, one significant difference on the STEP favoring the project group, this time for the group originally scoring the lowest (below the 20th percentile). In addition the project group at the same pretest level had a significantly higher final mean score on the Sentence test. A final tenth grade significant difference resulted from a higher mean score on the Punctuation test for the control group students at the highest pretest level.

Table IV presents the adjusted final test mean scores for the final four pretest levels of the eleventh grade classes. Again, there are few significant differences, and these few show little consistency with other results. The project students in the lowest group had a significantly high adjusted mean score on the Spelling test, and the control students in the next higher group had a significantly higher mean score on the Punctuation test. There was also a significantly higher Sentence test mean score for the control group students falling between the 30th and 40th percentiles on the STEP pretest.

The twelfth grade scores produced several statistically significant differences between control and project students. As set forth in Table V, control group students whose STEP pretest scores were between the 20th and the 30th precentiles had a significantly higher Sentence test mean score than did their project counterparts. At both of the two higher ability levels, project classes had significantly higher means on the Vocabulary test. Among students whose STEP pretest scores ranged between the 30th and 40th percentiles, control group students had a significantly higher adjusted STEP mean. Two further significant differences appeared at the highest level. Project students had a higher Grammar test score and control students had a higher Sentence test score.

TABLE I

Adjusted Final Test Means

	Control	Project	Difference (P-C)
Ninth			
Grammar	42.36	42.60	.24
*Sentence	8.94	9.30	.36
Punctuation	59.72	60.54	.82
*Spelling	31.78	33.02	1.24
Vocabulary	14.29	14.04	- .25
*STEP	38.05	39.86	1.81
Tenth			
Grammar	48.13	48.44	.31
Sentence	10.32	10.38	.06
*Punctuation	67.26	64.64	-2.62
Spelling	39.78	38.87	- .91
Vocabulary	18.05	17.61	- .44
STEP	35.95	35.81	- .14
Eleventh			
Grammar	47.83	43.38	-4.45
Sentence	11.06	10.56	- .50
*Punctuation	70.83	67.79	-3.04
Spelling	39.04	39.34	.30
Vocabulary	17.75	18.82	1.07
STEP	*35.83*	*36.66*	*.83*
Twelfth			
Grammar	56.66	49.99	- .67
*Sentence	11.59	11.08	- .51
Punctuation	71.48	70.70	- .78
Spelling	45.62	45.53	- .09
Vocabulary	20.51	20.40	- .11
*STEP	39.86	38.16	-1.70

TABLE II

Ninth Grade
Adjusted Final Test Means

	Control	Project	Difference (P-C)
Below 20th %ile			
Grammar	28.65	31.74	3.09
Sentence	5.53	5.73	.2
Punctuation	44.61	42.09	-2.52
Spelling	9.03	9.38	+ .35
Vocabulary	23.61	21.83	-1.78
STEP	24.52	23.47	-1.05
20th to 30th %ile			
Grammar	34.37	35.80	1.53
Sentence	6.73	7.34	.61
Punctuation	48.35	51.22	2.87
Spelling	9.85	10.54	.69
Vocabulary	34.08	26.23	2.15
*STEP	28.97	32.98	4.01
30th to 40th %ile			
Grammar	41.71	41.96	.25
Sentence	8.73	9.16	.43
Punctuation	58.90	59.18	.28
Spelling	13.79	13.16	- .63
Vocabulary	31.04	31.90	.81
STEP	38.63	39.41	.78
Above 40th %ile			
Grammar	49.74	48.61	-1.13
Sentence	10.96	11.03	.07
Punctuation	68.97	68.93	- .04
Spelling	18.23	17.33	- .90
Vocabulary	38.50	39.11	.61
STEP	44.52	46.81	2.29

TABLE III

Tenth Grade
Adjusted Final Test Means

	Control	Project	Difference (P-C)
Below 20th %ile			
Grammar	40.28	39.62	.66
*Sentence	7.57	8.63	1.06
Punctuation	53.97	54.49	.52
Spelling	13.34	12.91	- .43
Vocabulary	30.41	30.72	.31
*STEP	25.53	30.43	4.90
20th to 30th %ile			
Grammar	42.01	42.92	.91
Sentence	8.99	9.06	.07
Punctuation	59.05	57.04	-2.01
Spelling	13.87	13.79	- .08
Vocabulary	31.96	32.71	.75
STEP	30.28	30.92	.64
30th to 40th %ile			
Grammar	50.62	50.02	.60
Sentence	11.14	10.80	.34
Punctuation	71.11	65.32	-5.79
Spelling	18.06	17.76	- .30
Vocabulary	40.58	38.84	-1.74
STEP	37.85	36.84	-1.01
Above 40th %ile			
Grammar	57.17	58.00	.83
Sentence	12.34	12.53	.19
Punctuation	79.79	78.05	-1.74
Spelling	24.88	24.80	.08
Vocabulary	51.35	51.53	.18
STEP	44.76	43.82	- .94

TABLE IV

Eleventh Grade
Adjusted Final Means

	Control	Project	Difference (P-C)
Below 20th %ile			
Grammar	34.02	33.48	- .54
Sentence	6.96	7.54	.58
Punctuation	56.07	51.43	-4.64
*Spelling	7.52	16.97	9.45
Vocabulary	34.35	22.65	-11.70
STEP	12.75	28.75	16.00
20th to 30th %ile			
Grammar	41.12	36.33	-4.79
Sentence	8.37	8.53	.16
*Punctuation	59.83	52.65	-7.18
Spelling	12.47	11.41	-1.06
Vocabulary	29.93	27.85	-2.08
STEP	27.28	26.17	-1.11
30th to 40th %ile			
Grammar	44.58	48.00	3.42
*Sentence	11.17	10.21	- .96
Punctuation	68.70	70.74	2.04
Spelling	16.75	17.95	1.20
Vocabulary	34.72	37.17	2.45
STEP	35.28	36.60	1.32
Above 40th %ile			
Grammar	55.67	57.66	1.99
Sentence	12.55	12.34	- .21
Punctuation	78.79	76.47	-2.32
Spelling	22.66	23.71	1.05
Vocabulary	49.77	52.15	2.38
STEP	43.38	43.80	.42

TABLE V

Twelfth Grade
Adjusted Final Test Means

	Control	Project	Difference (P-C)
Below 20th %ile			
Grammar	34.24	35.98	1.74
Sentence	10.68	8.02	-2.66
Punctuation	51.76	54.37	2.61
Spelling	11.33	13.48	2.15
Vocabulary	26.67	30.24	3.57
STEP	38.13	25.28	-12.85
20th to 30th %ile			
Grammar	40.05	39.89	- .16
*Sentence	10.46	9.13	-1.33
Punctuation	56.78	59.50	2.72
Spelling	14.56	14.25	- .31
Vocabulary	30.71	32.90	2.19
STEP	29.05	27.84	-1.21
30th to 40th %ile			
Grammar	47.81	46.89	- .92
Sentence	10.94	10.60	- .34
Punctuation	67.25	68.16	1.25
Spelling	17.96	18.08	1.37
*Vocabulary	38.44	41.25	2.81
*STEP	37.35	33.98	-3.37
Above 40th %ile			
*Grammar	55.34	57.39	2.05
*Sentence	12.70	12.06	- .64
Punctuation	77.51	78.30	.79
Spelling	23.87	24.74	.87
*Vocabulary	52.39	55.69	3.30
STEP	44.63	44.29	- .34